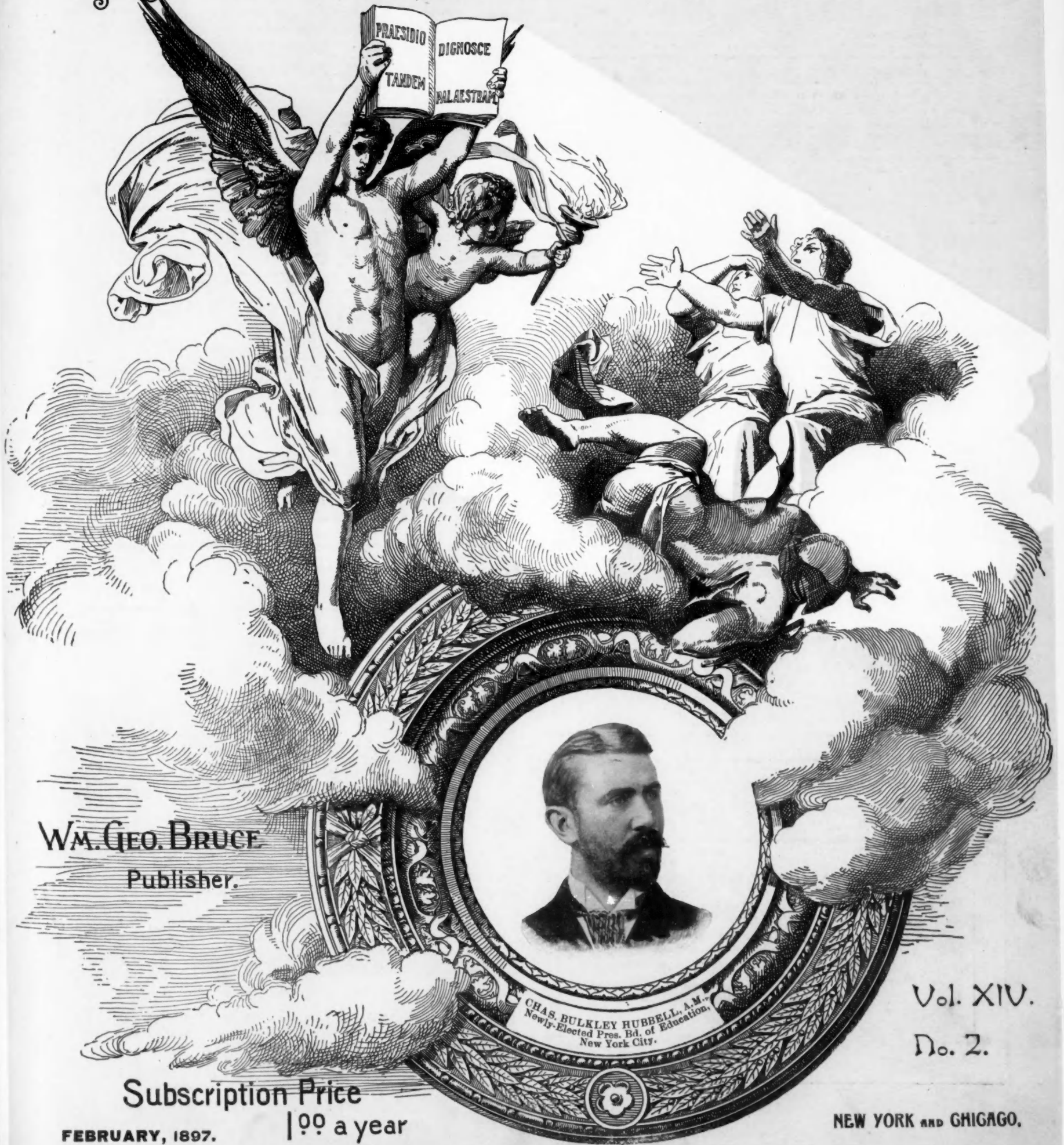


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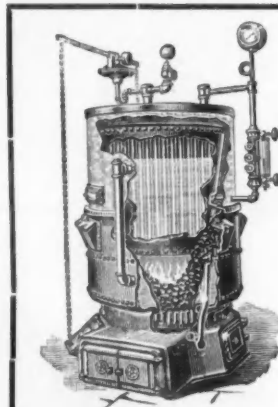
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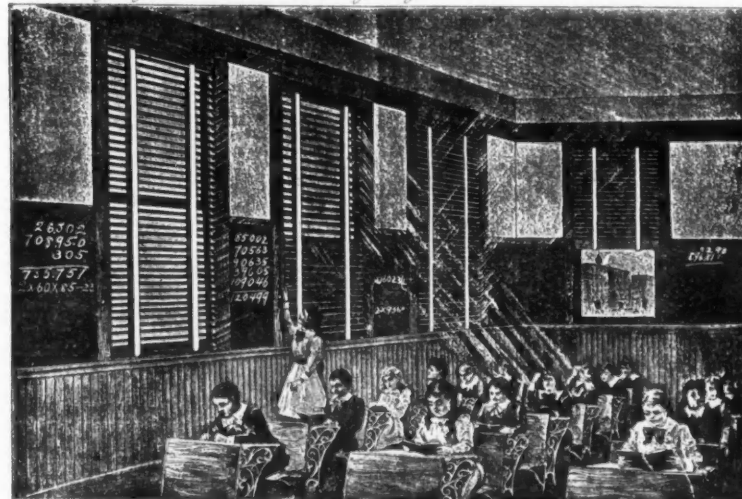
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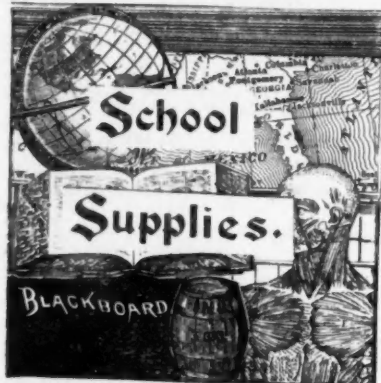
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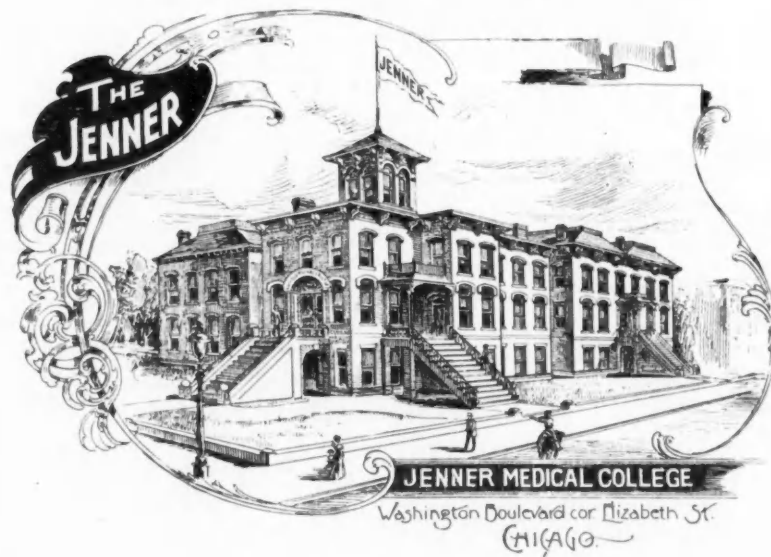
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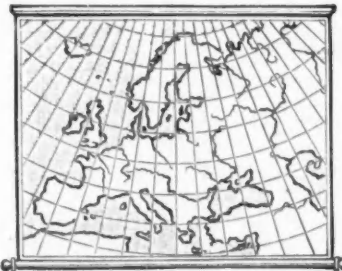
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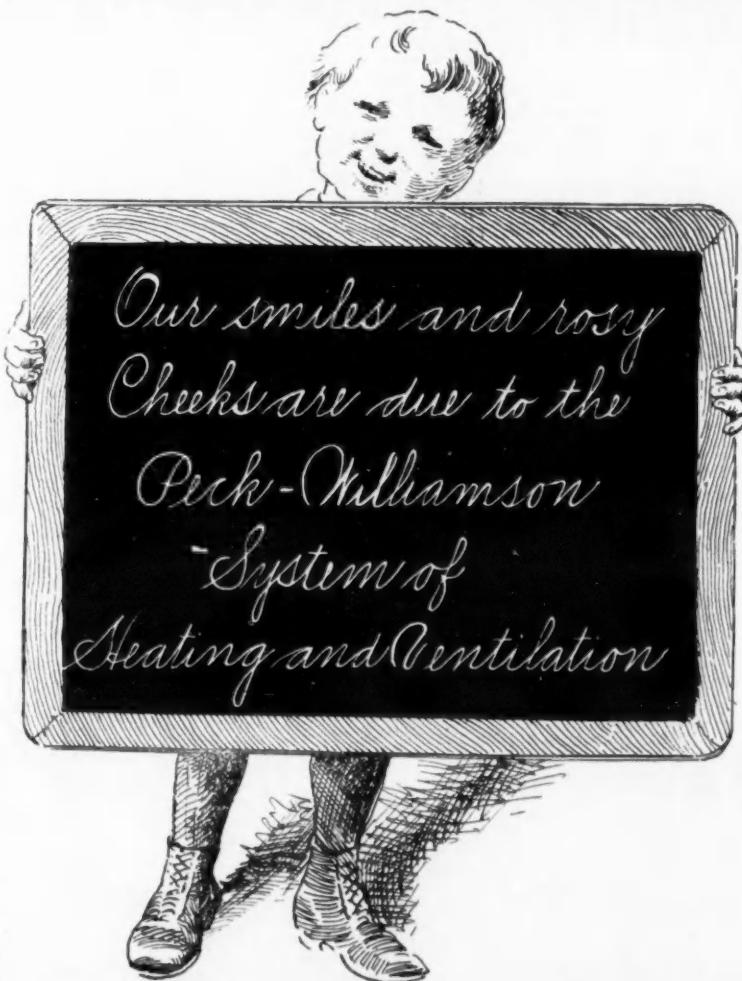
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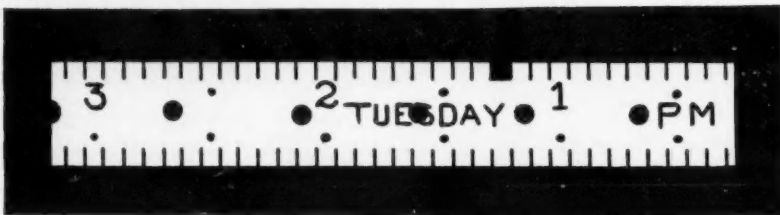
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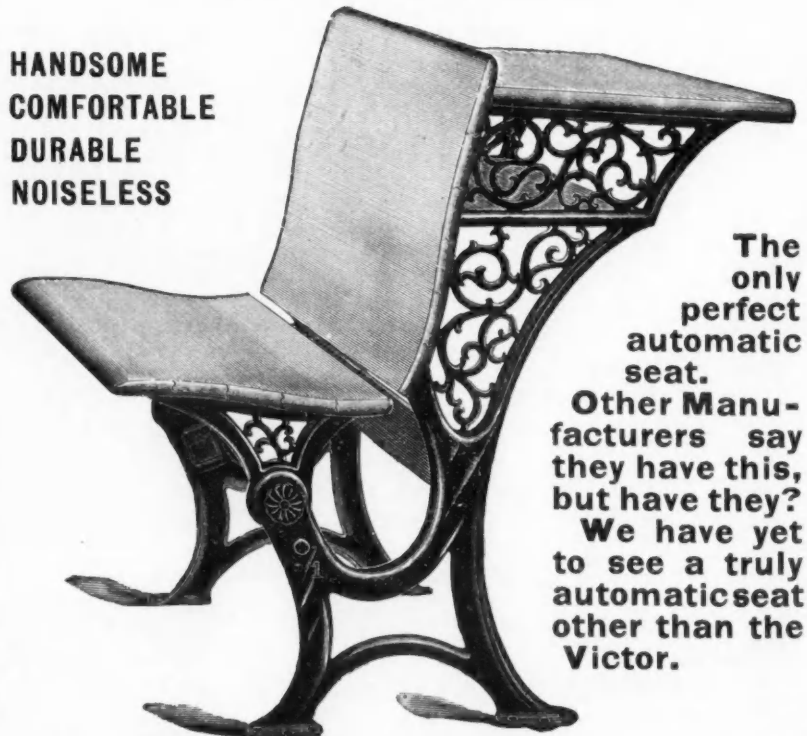


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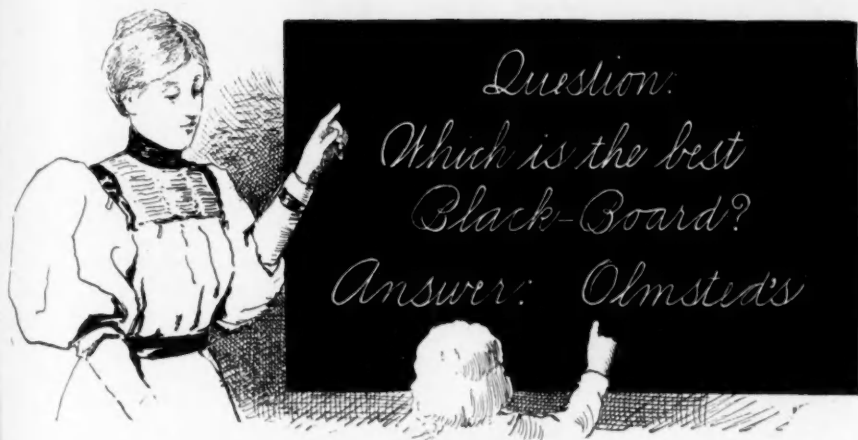
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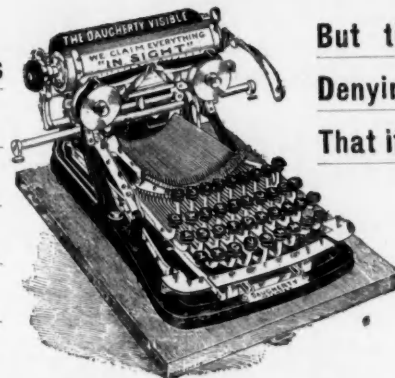
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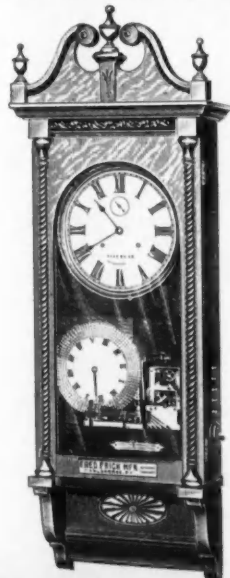
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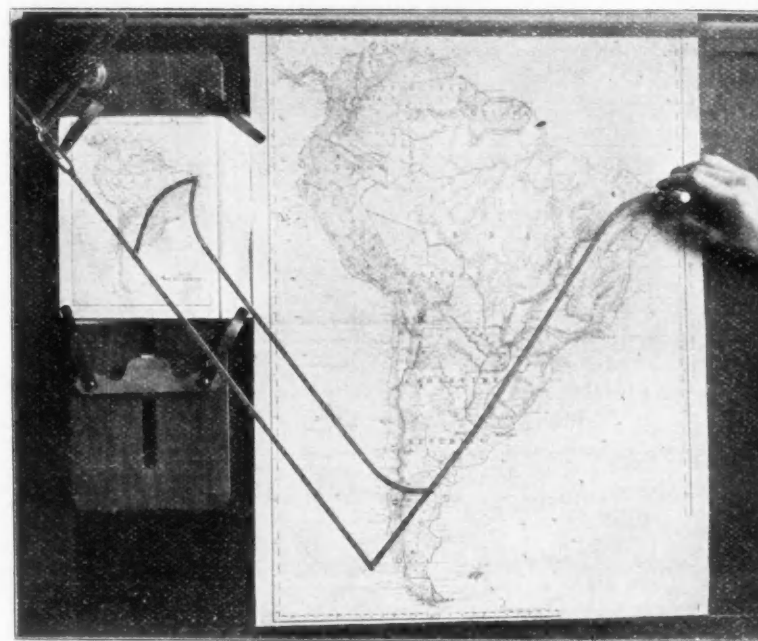
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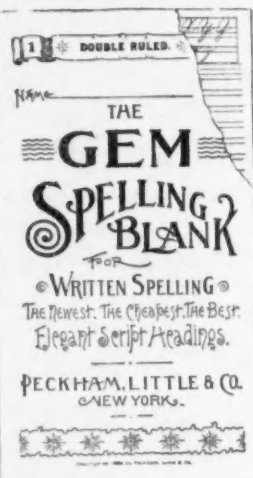
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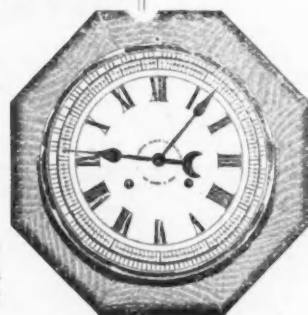
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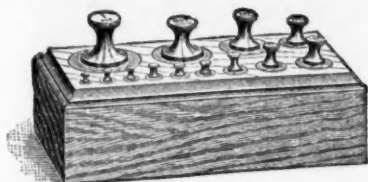


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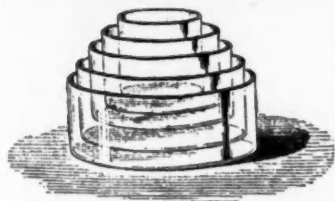
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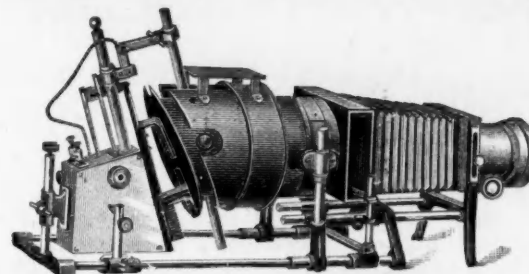
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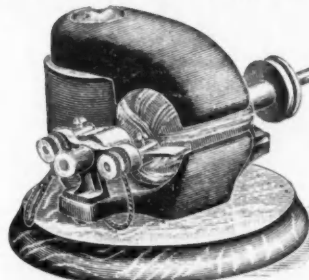
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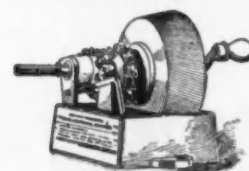
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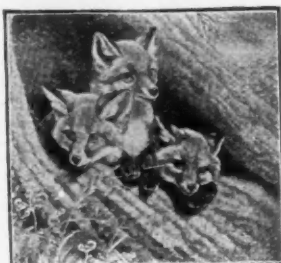
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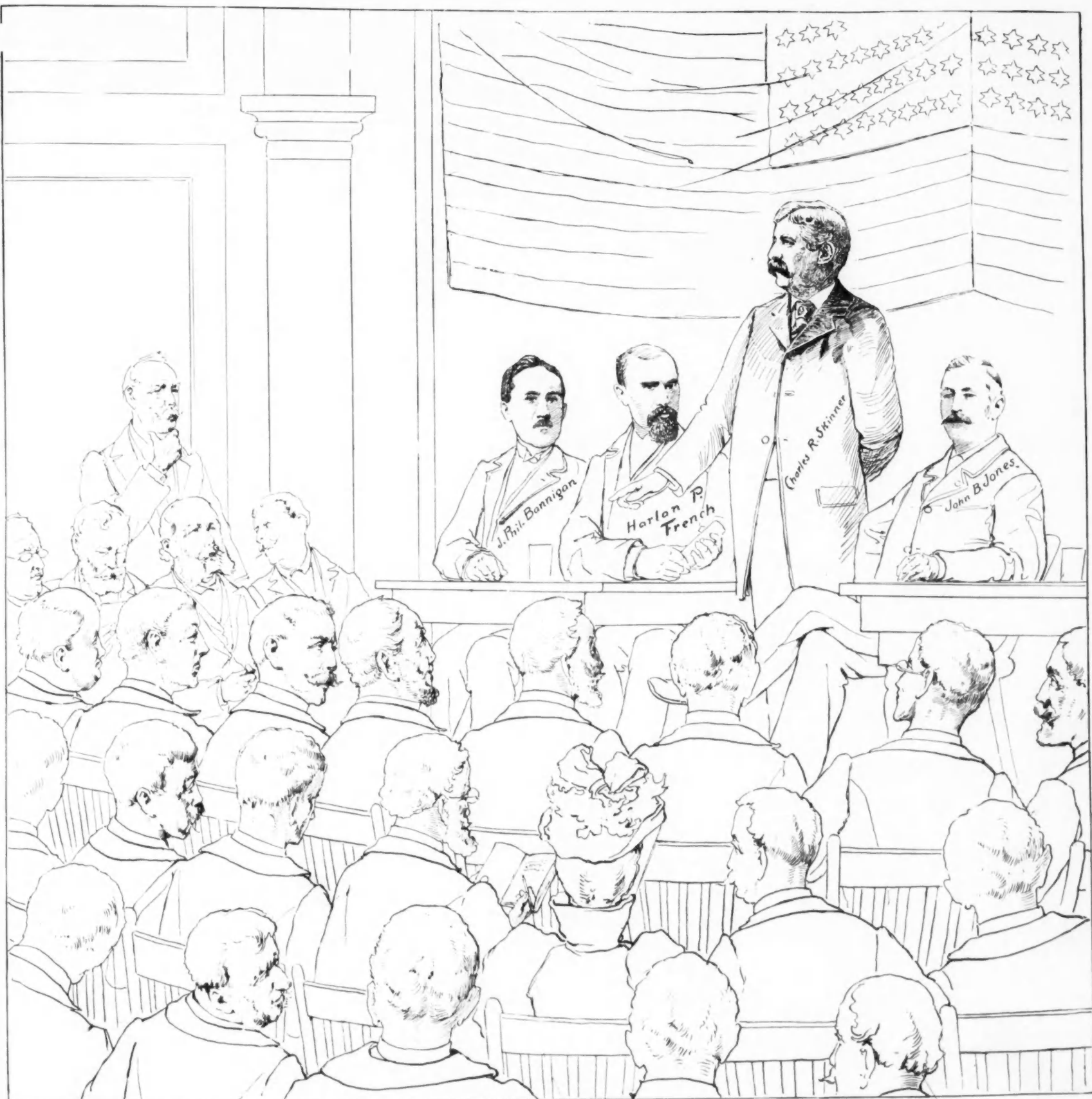
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THE AMERICAN School Board Journal

VOL. XIV.

NEW YORK—CHICAGO—MILWAUKEE, FEBRUARY, 1897.

No. 2.



THE GREAT SCHOOL BOARD CONVENTION.

The Opening Session of the New York State Association of School Boards, held at Niagara Falls, January 5th and 6th.
State Superintendent Skinner addressing the Convention.

It was a Big Success.

The Convention of the New York State Association of School Boards Held at
Niagara Falls, January 5th and 6th, 1897.

The first annual meeting of the Associated School Boards of the State of New York realized more than the fondest expectations of its most ardent promoters. The attendance indicated that every important city was ably represented, and the discussions evoked the liveliest interest. Every one present was not only impressed with the feasibility of School Board Conventions, but with the great value resulting from the same to the school boards represented.

At 12 o'clock noon of the first day President Jones called the meeting to order and introduced Thomas B. Lovell, of Niagara Falls, who delivered a cordial address of welcome. He spoke appreciatingly of the unselfish labors rendered by school board members, and of the great good that will arise from this association. He extended the hospitality of the city in a most cordial manner.

President Jones on behalf of the association extended thanks for the cordial welcome, and upon motion Mr. Lovell was invited as an honorary guest to all sessions of the association.

President Jones then gave the history of the New York State Association of School Boards. It had started with the N. E. A. meeting held at Buffalo last summer. The New York delegation to that great meeting conceived the idea, while at Buffalo, that a state association could be made both powerful and useful in the educational affairs of the state. In consequence a meeting was called at Utica, last October and the organization perfected, fixing at the same time the first regular meeting for January 5th and 6th at Niagara Falls.

Secretary French read the proceedings of the Utica meeting which were approved. Mr. Sanford then moved that the secretary record in a book the members of the association as well as school board members, although non-members of the association might be present at this and subsequent meetings.

Upon motion of Mr. Pound, of Lockport, the president and recording and corresponding secretaries were made a committee on credentials, and upon motion of Mr. Brandegee, of Utica, the Committee on Credentials was instructed to admit any member of a school board upon the payment of dues.

Upon motion of Mr. Stillman the Committee on Resolutions consisting of Messrs. Brandegee, Pound and Washburn, was appointed by the chair. Adjournment to 3 P. M. then followed.

The First Regular Session.

President Jones, upon calling the meeting to order, requested all members to register their names.

The opening address was then delivered by Hon. Charles R. Skinner, state superintendent of public instruction, who spoke on "The Uniformity of Licensing of Teachers and its Relation to Permanent Tenure of Office of Teachers." Mr. Skinner said that this organization is a sign of the tendency towards educational effort. "You can do much good for public education" he continued "by rousing a healthy public sentiment. There has been a tendency of boards of education to drift into politics. In the formation of boards of education it may be a problem as to how politics can be eliminated. I do not fear good clean politics. Educate your young men so that they will understand what clean politics means." Mr. Skinner then explained

the benefits of the uniformity of licensing teachers. At present every city school system in the state fixes its own standard, and consequently the standards vary. The first bill providing for the uniformity of questions for examinations to be marked by the commissioners and superintendents had failed. The commissioners had then voluntarily adopted a uniform system which does not, however, apply to cities, as the latter usually operate under special charters. The system now in vogue and applying to systems coming under the direct supervision of the state issue the following certificates:

First grade, good for five years, and renewable.

Second " " " three " " " "

Third " " " one " not " "

All expire July 31.

The system which now requires a standard fixed by the state department works well, and a decided improvement was manifested soon after its introduction. Before the in-



HON. JOHN B. JONES,
Pres. New York State Association of School Boards.

roduction of the system, only too frequently certificates were issued for family and personal reasons, admitting inferior teachers into the schools. Out of 25,000 teachers examined in 1896, over 12,000 failed, thus proving that under the new system the day of the poor teacher is passing away. Some twenty-two cities now work under the uniform system.

The state should fix the required scholarship. Character and teaching ability are most important but can best be determined by observation and experience. The state should have some voice in fixing the standard of teachers in the cities, thus obviating low standards and inefficiency.

The tenure of the teacher's position is important. Teachers are a hard-working and faithful class. They ought to be protected against uncertainty, and made secure in their positions. Most cities employ the teachers from year to year. They are usually re-elected, but their tenure in order to attain the best work, should be more permanent. All teachers should be secure during good behavior and efficient service. The same rule should apply to members of school boards and superintendents.

Much could be said on the relations between boards and superintendents. The former should deal with the financial questions, but the latter with the educational, wholly. The courses of study, examinations, etc., should be left with the superintendent. He should be strong in his profession. Weak boards only too often hide behind superintendents, while weak superintendents hide behind school boards. The great danger of to-day in educational work, lies in overcrowded courses and too frequent examinations.

Superintendent and teachers ought to be the ones to say whether the child shall be promoted—and such promotions should not be determined merely by an examination mark. "I believe," continued Mr. Skinner, "in a system of education that will let our boys and girls graduate with unimpaired health."

Boards of education can be of incalculable service in arousing that kind of public sentiment that leads to better schools and better citizenship. The cities provide for sewerage systems, streets, and many other items of municipal government, and overlook the importance of their school system. The school board must be the strong arm that stands for a sound education and good citizenship—without which all other affairs become inefficient.

Hon. John E. Pound, of Lockport, and J. E. Brandegee, of Utica, and J. H. Thiry endorsed heartily all that had been said. Mr. Hollister held that while teachers, as a rule, condemned examinations they were, to some extent, necessary.

A. Noel Blakeman endorsed Mr. Skinner's ideas. Promotions of pupils should be made upon the judgment of teachers and principals, rather than by examinations. The daily marks in studies should be a factor, but not tardiness or absence. Engaging a teacher is a lottery and it takes a year to learn whether a prize has been secured or not. The speaker laid stress upon the value of patriotism. He said that in the eight schools of Mount Vernon the morning opening exercises consisted largely in saluting the colors and singing patriotic songs. He said that no more beautiful sight than this exercise could be viewed in a school-room.

J. T. Williams, of Dunkirk, said he had been a member of his school board for forty years. He believed in selecting teachers every year and retaining good teachers only. Those we select are teachers usually from substitutes whose work has proven their efficiency. Pupils are promoted upon examination and the judgment of the teacher. He described the method pursued in his own school system.

Supt. Griffiths, of Utica, said that it might be held that promotions of pupils made upon recommendation of teachers alone prove objectionable to parents. Experience has proven otherwise. Fewer complaints have been received when promotions are made in this way than by examinations. It is also held that the judgment of the ordinary teacher is not reliable. When promotions are thus made teachers rise to the occasion, and will do justice in all instances. Examinations are important—not for promotion, but to show the kind of teaching.

Hon. John E. Pound then delivered the next address in a vigorous and impressive manner, introducing his subject by congratulating the association upon its most auspicious beginning:

The Relation Between the School Boards and the Public.

The school boards in the cities of our states have grave responsibilities and duties. They have the control of the disbursement of large sums of money.

The average tax-payer ordinarily looks at the amount raised for school purposes and at once thoughtlessly deems it large and condemns such expenditures as extravagant, if he does not go further and say that they are unnecessary and unjust.

The boards meet at stated times. The public do not generally attend such meetings.

The minutes, published as they usually are, do not give more than the results of the deliberations of the boards. The reasons and arguments leading to such results, are not given.

As a consequence, the boards do not appear fairly before the public, and especially, the tax-payers.

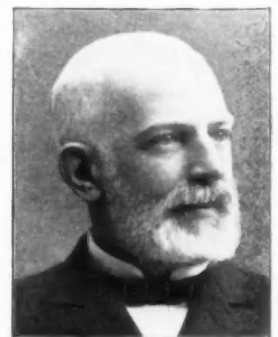
I know that the public has no more devoted officers than the members of the school boards.

I believe that the tax-payers would generally approve their actions, did they fully understand what prompted them.

I feel, as most members of school boards have undoubtedly felt, that there should be greater harmony, greater cordiality, a more complete *entente cordiale*, evidences of good will and justice towards each other, between the tax-payers and the boards, than now exists.

Conceding that each desires to be just towards the other, the question arises,—how can we bring the public and the school boards into closer relations—and accomplish the object sought to be attained?

If both would move



HON. JOHN E. POUND,
First Vice-Pres. N. Y. State Ass'n
School Bds., Lockport, N. Y.

towards its fulfillment, they would soon meet, but I doubt if this can be brought about.

In my judgment, the boards should be the first to take action, and I am sure the tax-payers will follow.

The boards should first be secure in the proper conduct of the schools under their supervision, under wise superintendents and instructors. They should make the schools abreast of the times, fully equipped in every respect.

Then they should make the public cognizant of such conditions.

How can this be established?

In the first place, by visits by members of the boards to their schools,—not too often,—but often enough to create an interest on the part of the pupils in the personnel of the boards.

Then, I believe, there should be established, meetings held at regular intervals, of the parents of the pupils, to be addressed by members of the boards, on the part which the boards take in the grand system of education.

In this way, we would secure the co-operation of the pupils and the parents. The parents would come to endorse the boards among the tax-payers, and I should expect to see such meetings and discussions taking place, followed by a desire of the tax-payers expressed, to have meetings which they could all be at liberty to attend, and if such a result followed, I should merge the parents' meetings into tax-payers' meetings, where opportunity should be extended to the tax-payers of hearing how the money paid by them for school purposes, was expended, and why it was so expended.

I should expect that such meetings would produce a co-operation between the public and the school boards, in the work of education.

Confidence in the boards would surely be increased.

I feel that it is a lack of just the information which would be given at such meetings, which causes the public, at times, to criticize the actions of the boards.

It may be said that this entails much work on the members of the boards which they cannot afford to give time enough to perform.

My experience is that the members of the boards are very willing to give all the time necessary to make a success of their work.

It is the duty of every one accepting the responsibility of membership on a school board, to perform his duties as fully and with his best endeavors, as if he were well paid for his work.

Again, it may be said that the public are willing to let the boards conduct their business without interference, and if their policy is not satisfactory, to put others in their places. This ought not to be so.

The public cannot fairly judge of the actions of the boards, unless it understands on what basis they acted.

But, even with the meetings suggested, perhaps only a small fraction of the tax-payers would avail themselves of that source of information.

What is to be done with the majority, who would not attend?

There remains that powerful framer of public opinion,—the Press.

Statements in a narrative form, given out by the boards, would, most generally, be gladly published by the local papers as news,—and no news would be more interesting—and in that way, the non-attendants on the meetings would be reached.

To condense: 1.—Let the boards bring their schools up to the highest standard attainable. 2.—Create an interest in the minds of the public in the schools, and, to do this, let the public know what the boards are doing.

To accomplish this,—(a) Let the members visit the schools, so that the pupils may be interested, and tell their parents of such visits. Every parent is glad to have his children tell of such visits. (b) Form parents' meetings, to give information what the boards are doing. (c) Stimulate these meetings into meetings of the public, for the same purpose. (d) Make an ally of the press and secure its co-operation. There can be no doubt but that such a course will result in a better understanding between the boards and the public than now exists.

Education in childhood and youth gives pleasure to all the remaining years of life.

But pleasure is not all it gives. In the years of progress, a man or woman is incomplete and unable to hold his or her position in life, without education.

We devote millions of dollars to give the young of this state the means of a good education.

In this work, the school boards unassumingly perform a large share.

I hope we shall soon see the day when the public, knowing what they do and why they do it, will give them their confidence and co-operate with them in advancing the high standard of excellence which we hope to attain.

Dr. J. T. Williams, of Dunkirk, then moved a vote of thanks for Mr. Pound's able address, and Mr. Bennet offered a similar one on behalf of Mr. Skinner. Carried.

Supt. Skinner expressed his appreciation, and invited everybody to attend the National Convention of School Boards to be held at Milwaukee, July 6th to 9th next.

Mr. Bennett, of Canandaigua, deprecated the idea of depending upon tax-payers. They would play havoc with schools if left to decide.



HON. CHAS. R. SKINNER,
State Supt. Public Instruction, New York City.

Mr. Sanford, of Geneva, said that in his district the tax-payers voted cheerfully for all that was needed.

Mr. Hughes, of Utica, favored methods by which the public would be brought into closer touch with the school board.

Supt. Griffiths explained patrons' day. Seven thousand invitations had been sent out to parents to visit the schools on a certain day and see ordinary work. Some twelve hundred had responded and the affair had proven a success. A closer co-operation between parent and teacher in the interest of the pupil had been accomplished. These patrons' days would be ordered once or twice a year.

Mr. Brandegee favored the idea and dwelt upon its importance.

Mr. Blakeman contended that in his city the plan would prove a nuisance as it would flood the schools with parents.

Adjournment.

Third Session.

This session assembled at 10:00 A. M., Wednesday, January 6th, with President Jones in the chair.

Mr. Sanford moved that the business of next day's session he made the order for 2:00 o'clock P. M., and Mr. Harris moved that a committee on time and place of next meeting be named. Carried.

Mr. French, of Albany, moved that 3,500 copies of the American School Board Journal containing the proceedings of this meeting be purchased and sent to the various school boards throughout the state. Upon motion of Dr. Williams the matter was referred to the President and Executive Committee with power to act and the expense limited to \$35. Carried.

John E. Brandegee, Esq., of Utica, then read an extensive paper on "The Public Library and the School Board," in which he took the position that public libraries should not be maintained out of the school fund or be under the charge of school boards. He contended that both would fare better if conducted under separate and distinct management.

Public Libraries and School Boards.

ADDRESS BY JOHN E. BRANDEGEE, ESQ.

The consideration of our subject falls obviously into two divisions: First, What are the present relations of our public libraries and our public schools, and, Second, What, if any, changes and improvements might be made for the mutual advantage of these important institutions?

In order to have an accurate idea of the present condition of the public library in the state I sent a circular letter early in December, 1896, to the chairman of the board of education in every city and village of the state having a superintendent, asking for definite information as to various matters connected with the library work in each place. Leaving out of view the large cities of New York, Brooklyn and Buffalo, which, for obvious reasons, can hardly be profitably compared with the other communities of the state, full answers were received from 21 of the 33 cities, and from 15 of the 28 villages. These reports show that in six of the cities, the public library is wholly under the control of the board of education, in four the board has partial control, in six the two are entirely independent, while four report no public library. In Jamestown, and apparently in a few other localities, the public library and the school library are distinct. In several of the cities reporting their public library as controlled by the school board, it seems evident (Albany, Hudson, Ithaca, Lockport, Olean, and Rochester) that the public library is identical with the school

district library. A very slight inspection of these reports show that in every instance where the public library is entirely distinct from the board of education, there are a larger number of registered readers and a larger circulation, whether we estimate these on a percentage of the population, on the amount expended, or on the bare figures without regard to other considerations. In some localities where the board controls, notably in Binghamton, Middletown, Newburgh, Poughkeepsie and Batavia, there is a large and gratifying proportion of circulation to the population, but in these places the appropriations for library purposes are very much larger than elsewhere. In many places the so-called public library is nothing more than the old school district library and is carried on only for the benefit of the school children. In the great majority of cases the amounts raised by taxation for library purposes are limited to just about sufficient to enable the authorities to draw the state library apportionment.

In the absence of any uniformity throughout the state as to the control of the public library, it is open to us freely to examine *de novo* the question as to what is the best system of controlling these institutions. Until quite recently it seems to have been taken for granted in New York state that the library is a necessary and integral part of the educational system of the state. But I believe that this view strangely and radically misconceives and perverts the true conception of the function and ends of the public library. It confuses the undeniable broad proposition that all reading has an educational tendency, with the narrower technical use of the word education which obtains when we think of the school system of the state. In the latter sense it seems absurd to incorporate the public library into the school system or to classify them together. The schools are solely for pupils who are studying under prescribed regulations and along definite and fixed lines. The state has made education in this sense compulsory. The system is one of preparation for life and business and citizenship. It is a matter of duty, not of choice.

The public library, on the other hand, is an institution which is opened freely to every man, woman, and child in the community, as well as to the stranger within the gates. It invites, but it does not command. True, it may and does educate. Perhaps that is its noblest mission. But the education is voluntary; it is, in great measure, self-directed and often capricious. It is along special lines. It is the education which one seeks for the sake of bettering his condition in life or in aid of his chosen pursuit, or to instruct him as to particular inquiries which he has instituted. This function of the public library is no part of that education which is the business and the end of the common school and the colleges. The latter is the preparatory work for life, the former is part of the conduct and the business of life.

Our schools, until very recently, have been conducted upon the theory that the child is to be educated only to be a literary person. To read, to write, and to figure—these have been the essential, almost the only results sought to be obtained. To plan, to form, to apply, to inquire into the substance of things rather than unto the definition and description of things, these have only begun to find their way into our educational system through the kindergarten and the manual training school. And yet, under the new and better order of things the "3 R's" are of vital importance and the pupil's education must provide for his thorough mastery of them. These things we must do and not leave the others undone.

If, then, our past educational system has been almost entirely along literary lines, and our future system can never neglect or ignore these lines, is it a wise policy to deny literary amusement and recreation to the graduates of our schools?

The library, therefore, which answers to the popular demand for mental recreation by supplying its patrons with wholesome fiction is performing a great and needed public service.

This great function of the library is, however, in no sense educational. With all its importance and necessity, it has no more intimate or proper connection with the schools than the public parks and the public play grounds.

Another use of the public library that should be alluded to, is that it ought to be the great central storehouse of the community for information of every conceivable kind.

There are some very practical matters which should be spoken of here. The library, with its great public mission, should be under a permanent and stable management. It should not be subject to the fluctuations and uncertainties of that impulsive and sometimes unreasoning popular or political fancy which makes and unmakes school boards, and in doing so often pays but little heed to the wisdom of its own course.

Again, the library should not be subordinated to the schools or limited in its beneficent work among the people at large by the natural feeling on the part of the school board that the needs of their pupils are the main objects of importance. This checks the useful operation of the library, it fosters among the people of the community a feeling that the public library is for the children and not for the "grown folks."

That board has a limited amount of funds at its disposal. Be its members as faithful and as prudent as the best, the needs of the schools are always urgent. All our teachers are underpaid. Every community has its poor school houses, its crowded class rooms, its old-fashioned desks and its meagre school apparatus. All of these wants and many more like them are daily taxing the ingenuity and worrying the brains of every board and superintendent in the state. What chance is there here for a proper development and growth of the public library along the lines of its greatest usefulness?

Still another point is, that as long as the two are under one management, the average tax-payer is unable to discriminate between the two. He and his fellows pays what seems a very large sum for educational purposes.

Another consideration worthy of mention is that a library, independent of the school board and removed from municipal politics and factionalism, attracts the liberality of philanthropists.

It is not meant to discourage the establishment of school libraries properly so-called. Every school house in the state should have its library, amply supplied with books of reference for consultation by the teachers and those of the pupils who are far enough advanced to use them, and also with books to be read in and out of school by the pupils in aid of and connected with their studies. But it would be impracticable and foolish to make these take the place of the public library. The matter of expense alone would forbid the experiment.

It may be asked whether under separate control the schools will not suffer from lack of interest and co-operation on the part of the library. The best answer to this question is that experience has proved the contrary. Jamestown and Gloversville are typical examples. In each the library is absolutely distinct from the schools. Yet in each there is the closest sympathy between the two.

Enough has been said on this head to vindicate the possibility of an independent library, which nevertheless may co-operate most efficiently with the public school system, and this is true even if the public library be supported wholly or largely by public funds. In cases where it is also endowed by private generosity, its capacity for effective work is thereby so much the more increased.

It is to be hoped that in the near future New York state will come to have more of that public spirit and generosity which manifests itself so widely in New England, and results in the establishment of numberless free public libraries throughout the state.

It seems evident from present conditions in New York state, that private liberality will be attracted much more readily to independent institutions than to those which are directly connected with a body politic.

It is not always easy to determine to what extent public funds should be used for library purposes, but it is clear upon the most casual inspection, that the amount of public funds thus appropriated in this state, is far too small to accomplish even mediocre results.

If the separation of the library from the school will make this more plain, both to those in control of the public funds and those who have private funds to use for public purposes, we shall see better results accomplished by the libraries and corresponding increased benefits accruing to the schools.

Prof. Fox Holden, of Olean, complimented the address. At Olean the library is separated from the school system. President Jones also commented on the paper, as did Mr. Rogers, of Binghamton. The latter held that the time had come when professional librarians should be in charge of libraries; that where the school system was in charge of a library both suffered. A library conducted separately could receive donations and bequests. Mr. Blakeman dwelt upon the great moral influence of the library, while Mr. Brandegee spoke of the wonderful results obtained by Librarian Peck at Gloversville.

The chairman then read a telegram from Mr. Kline, of Nyack, who sent his greeting and regrets, as he was unable to be present.

The chair appointed an Executive Committee pro tem, consisting of A. Noel Blakeman, J. H. Thiry, and L. F. Stillman.

Wm. George Bruce, editor of the AMERICAN SCHOOL BOARD JOURNAL, and secretary of the local committee of the N. E. A., upon being introduced to read the next paper, extended an invitation to the Association to visit Milwaukee next July and attend the Convention of the National Association of School Boards.

School Board Organization.

When the subject of school administration is under discussion there are few who could not offer one or more suggestions in the direction of improvement. We are all apt to observe the defects which manifest themselves from time to time in our school systems, and to suggest modifications. The public schools are a part of our body politic, and while we point with pride to our best school house, we are disposed at times to criticize sharply the conduct of the system. The very fact that every citizen feels himself in close touch with the public schools prompts either warm praise or harsh criticism. The latter is, I am free to say, more common than the former, and the school board is the convenient target for public abuse, rather than public commendation. And it may be said to be a fact that when the rapid growth of a community entails upon the school board the greatest activity and the most judicious government the most adverse criticism is engendered. The disgruntled tax-payer is first to rise in his might. The public press opens its batteries—and school board reform becomes the war cry of the day. Such has been the experience in nearly all the larger cities of the United States. There are instances

where the cry of reform has been timely, but I contend that many of the complaints against the school governments in our leading cities are largely prompted by political restlessness and intrigue. This cry of school board reform, which I have heard so often in recent years in the various cities, has a peculiar ring to it. It condemns the system in vogue rather than the powers that created the school board under that system. It heaps an odium over a body of men without seeking out the culpable individual. It devises untried plans and fails in presenting definite improvements, while last, but not least, it fails in fostering that sentiment which would make any of the popular systems an absolute success.

The various systems of selecting school boards now in vogue throughout the United States may be enumerated as follows:

1. Selection by a popular vote at regular political elections or at times other than regular elections.
2. Appointment by the mayor and confirmation by the board of aldermen or city council.
3. Appointment by the alderman and confirmation by the board of aldermen or city council.
4. A dual system—by which a certain number are elected by the people direct and the balance appointed upon one or the other of the two methods already named.
5. A dual system of representation—by which a certain number represent the districts or wards in which they reside, while certain members are selected to represent the community at large.

The terms of service, regardless of system, ranging from one to six years.

In discussing modes of organization let us remember that the efficiency of a school board rests primarily upon men and not upon any given system for their establishment. The highest intelligence of a community can only be represented in the administration of its school system if it exerts itself, impelled by a sense of duty. The composition of a school board is nearly always a reflex of public sentiment. That same indifference on the part of an intelligent community which permits the monopoly of municipal affairs by the rabble encourages mediocrity in the school board.

But let me revert more particularly to the organization of school boards, or rather to their reorganization. In all my experience along this subject I never knew of a school board under fire and bombardment where the question of size was not the first consideration. In other words, if the school board needed reforming, it must, first of all, have its wings clipped; it must be reduced in size. Such a course, it would appear, is suggested upon the assumption that the average school board is a necessary evil, and the first step to be taken is that of minimizing that evil. Whatever may be the mode and manner of creating a school board it must be sufficiently large in its membership to represent the people, and to transact the business of a school system conveniently in the time allotted to men who serve without pay. Small school boards have not been an improvement over the larger bodies. On the contrary, they have proven themselves exclusive bodies, close corporations, capable of the greatest corruption, with the least danger of detection and exposure. The larger school board is slower in action, and perhaps more noisy in its deliberations, but in consequence more open and thorough, while the smaller board is more genteel in the transaction of its business, but all the more capable of clique rule and shady transactions.

Much has been said about the Cleveland plan, which was held by its authors to be ideal. It recognizes the one-man power, makes a czar out of its superintendent, attempts to divorce entirely the professional from the business end, and reduces the board to a minimum. The plan is now almost

universally condemned, and will no doubt be abandoned or modified sooner or later. Dr. Brooks, the eminent Philadelphian, in discussing it recently, said:

"The objection to the Cleveland system is, that it does not embody the spirit of Republican institutions, as represented by the public schools themselves. It takes the schools largely out of touch with the people, concentrates authority in a single individual, and thus places their management on nearly the same plan as that of a gas trust or a street railway. It seems better adapted

to the genius of European than American institutions."

The next question which comes up in connection with the formation of school boards is that of representation. Shall the school board member represent a district or the city at large? A great diversity of opinion exists on this point. It is safe, however, to say that there is much to commend in the district or ward representation. The member is, under this plan, put into closer touch with the people as well as the schools in his district, and can thereby legislate more wisely and judiciously in their behalf. Representation at large removes the administration of a school system farther from the people.

The term of office no doubt, comes within the scope of this paper. The average member, it will be acknowledged, is of but little value to the board during the first year of his term. Not only is he required during this time to acquaint himself with the conditions of the schools but also with the mode and manner of transacting school board business. No doubt the longer he serves the more efficient he becomes—but in too many instances men are retired just when they have begun to become useful. His term of office, in my judgment, should not be for less than three years, nor exceed five years.

My subject would remain still farther from completeness if it did not at least touch upon the question of sex. In the organization of school boards woman has become a factor sufficiently strong in many of the cities and towns to warrant mention here, and the woman idea is still so vigorously urged by its champions that many more will have to give it their consideration and verdict. The press of the country at large, in many instances, is either strongly in favor of selecting women to school boards or else remains non-committal on the subject. In no instance, to my knowledge, however, has any influential newspaper opposed the woman idea with any degree of vigor. It is held by those who favor women that their influence is elevating, that they are freer from political influences than men, that they manifest greater sympathy for the pupil and the teacher, and that they are more painstaking in the fulfillment of their duties. On the other hand, it is held that woman is not, by nature, qualified to assume public functions, that she grows irritable in debate, and that she is actuated by passion rather than by judgment. The reports which I have gathered from places where women have, or are now serving upon school boards, is just as contradictory as the above expressed opinions. The plan is still in its experimental stages and I would not venture a definite opinion at this time.

The question whether school board members shall be selected by appointment or by popular vote remains unsolved, at least in the medium-sized cities. In the larger cities the appointive system has gained ground, while in the small cities, as well as in towns and villages, the elective system is still very generally in use.

In dealing with this phase of our subject we are confronted more directly with the evils of political influence than in any other. How to eliminate politics from the school system is a problem which has, no doubt, at some one time enlisted the attention of the best people in every community. In a large city where the interests involved are at times enormous, the problem becomes even more serious. The elective system, although the most democratic in spirit, is fraught with some dangers, and more specially where a heavy vote is oftentimes swayed by unscrupulous political leaders. In an appointive system similar dangers are encountered. The person or persons empowered with appointments are in a position to use them for political patronage and partisan advantage. Thus can be pointed out the evils and dangers in all systems, while no ideal plan has as yet been devised.

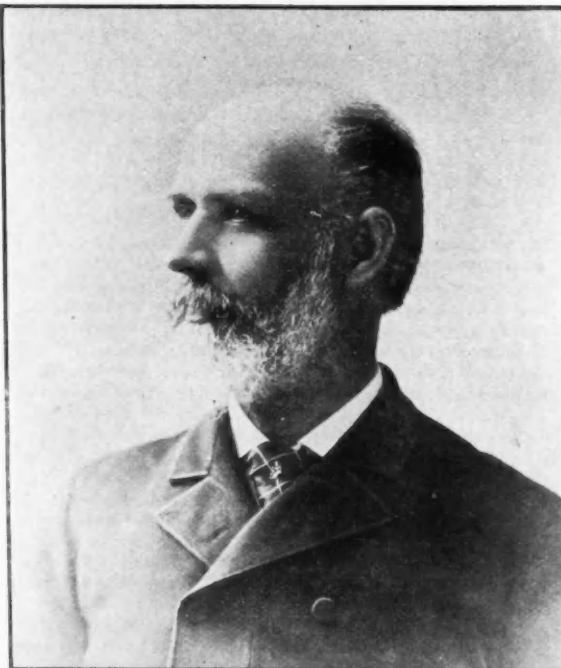
A school board has three distinct functions: first, that of administering educational affairs. This includes, as it necessarily must and should, with the aid and advice of the superintendent, the employment of teachers, the adoption of text-books, the purchase of school apparatus, supplies, etc.

The second function embodies that of finance; that is, the judicious and wise expenditure of public funds for school purposes.

The third, and by no means the least important, is that of representation. The school board should represent the community, its intelligence, its thrift, and its



FOX HOLDEN, A. M. LL. B.,
Superintendent of Schools,
Olean, N. Y.



JOHN F. HUGHES,
Member Board of Education, Utica, N. Y.

morality. We may say that representation is implied in the first two functions. It is, but that representation which forms the very foundation of our public institutions cannot be too strongly emphasized in its school board. The spirit of our public school system, places its management solely into the hands of the people. Hence, every member of a board of education is the direct agent of the people. Paternalism can have no legitimate place here. The progress of the world has gone parallel with the democratic spirit, and no where more than in the organization of a school board should it be accepted than by an American school board.

Whatever the system or plan may be by which a school board is created, the conclusion must be that a healthy, public sentiment, a lively interest in all that conducive to an efficient and wise administration of a school system, is eminently necessary. Such a sentiment and such an interest will always crystallize in any community an efficient and progressive school board.

A vote of thanks to the city of Milwaukee for its invitation, and to Mr. Bruce for his address was extended. Also a vote of thanks to Mr. Brandegee for his able paper.

Mr. Hall, of Albany, then wanted to know how the functions of the school board were to be distinguished from those of the superintendent in the proposed legislation for second class cities. He did not favor election of boards by the people. Believed the boards should be appointed by the mayor. How far are school boards to go in their duties, and where do those of the superintendent begin?

Mr. Bruce pointed out the amount of legislation secured by teachers' associations. The time for school boards had arrived in the organization of state associations of school board members—who can now make themselves felt in the matter of school legislation. The relations between superintendents and school boards must be fixed, preserving the rights and prerogatives of both. The superintendent must at all times be regarded as the educational expert. His advice should be sought on all matters educational. In the matter of employment and dismissal of teachers, adoptions of text books, etc., his recommendations should prevail as far as consistent with a safe financial policy—but at all events, final action should and must remain with the board.

Dr. Williams would consult superintendents in appointment of teachers, but the board must appoint. He favored election of boards by the people. A board should be bi-partisan—truly democratic and truly republican.

Chairman Jones referred the matter of legislation to the Legislation Committee, to be appointed later. Messrs. Rogers, Hughes, Hall and Irish spoke in a general way on school board legislation.

Fourth Session.

At 2 P. M. the meeting opened, and Mr. Brandegee offered a resolution by which all ex-presidents of the association become life members and be entitled to participate in its deliberations. Carried. It was moved that the association heartily approve the action of the National Educational Association in establishing a Department of School Administration and that every school board in New York state be herewith requested to send delegates to Milwaukee next July. Mr. Brandegee then moved that the American School Board Journal be made the official organ of the New York State Association of School Boards. Carried unanimously.



C. H. DONOGHUE,
Member Executive Committee,
Oswego, N. Y.

E. S. Harris, chairman of the Committee on Time and Place of Next Meeting, reported Saratoga as the place selected and September 21st as the time fixed. Mr. Bennett moved an amendment substituting Canandaigua and the month of October. Amendment carried. The election of

officers for the ensuing year was then in order, and A. Noel Blakeman, of Mount Vernon, was nominated for the presidency by Mr. Sanford. Hon. L. B. Hall, of Albany, was nominated by Mr. Hughes. Hon. John B. Jones was nominated by Dr. Williams. Both Mr. Blakeman and Mr. Hall declined and Mr. Jones was re-elected unanimously. The following officers were then elected:

First Vice President—Hon. John E. Pound, Lockport.
Second Vice President—Thomas H. Bennett, Canandaigua.
Third Vice President—Homer B. Boss, Binghamton.
Fourth Vice President—Dr. J. T. Williams, Dunkirk.
Fifth Vice President—Julian J. Washburn, Batavia.
Treasurer—John Holley Bradish, Batavia.
Recording Secretary—Harlan P. French, Albany.
Corresponding Secretary—J. Phil. Bannigan, Utica.
Executive Committee—Wm. M. Irish, Olean, Chairman; M. Kline, Nyack; Wm. M. Trombley, Saranac Lake; Chas. H. Donoghue, Oswego; M. S. Sanford, Geneva.

The Chair appointed the following Committee on Legislation: L. B. Hall, Albany, Chairman; John E. Brandegee, Utica; D. B. Buckenstone, Geneva; H. S. Chapman, Lockport; J. E. Rogers, Binghamton; A. Noel Blakeman, Mount Vernon; J. E. Tynen, Saratoga.

President Jones thanked the convention for the recognition bestowed upon him and bespoke a continued usefulness of the association, and his efforts to that end.

Dr. George Griffith, superintendent of the Utica public schools, read the following paper on Free Text Books:

Free Text Books.

In discussing this topic I shall respect the presence in which I stand, and endeavor to make a brief and business like statement of the reasons for and against free text-books. I shall consider these reasons under the heads of expense, effect upon the schools, health of the pupil, as a question of political economy, and the general verdict from experience.



GEO. GRIFFITH, Ph. D.,
Supt. of Schools,
Utica, N. Y.

First in the matter of expense. It is self-evident that free text-books will increase the amount of the tax budget. How much this increase will be depends upon the liberality of the authorities controlling the matter and school supplies now furnished at public expense. Cities or upon the amount of districts which shall furnish many supplementary readers and books of reference, and practice paper, pencils, etc., in generous quantities, will, of course, find the expense considerable. The different practices of different cities in these respects make the statistics of cost of the system seem variable. I give a few, showing the cost per pupil per year: Philadelphia, \$1.05; Omaha, 63c.; Pittsburg, 60c.; Detroit, 60c.; Providence, \$1.19; Cambridge, Mass., \$1.22. Average for twenty-three cities and villages in New York for the year 1895-6 is 72c. In most, if not all, of these cities the cost given includes the cost of all school supplies, such as ink, stationery, and books for indigent pupils. Hence, as nearly every city and village now have some expense for these items, we must deduct this present expense from the above amounts if we would know the true additional amount the free text-book proposition would place in our tax budget. To this extent our school taxes will be increased.

If any of us make this the supreme test of any question of school policy, we must certainly oppose free text-books. But I believe that any member of a school board with enterprise enough to come to such a gathering as this, holds views broad enough to weigh questions of expense in the balance with the benefits likely to come from a proposed expenditure. The real questions should be, are the benefits commensurate with the expense, and how does the cost of free text-books at public expense compare with the cost to private individuals. The first of these questions can be answered only in the light of all the reasons for and against the proposition. Hence, it is passed for the present. Upon the other question I remark:

If text-books are used in a school they must be paid for by some one. If they are not provided at the expense of a city or district they must be paid for by the parents of that city or district. It is reasonably certain that the aggregate of expense for text-books and other supplies for a system of schools for a period of say five years is fully forty per cent. more when bought by individual pupils than when purchased in bulk under the free text-book system. Two causes combine to produce this: (1) Large purchases at wholesale rates, and (2) the use of the same books by succeeding classes. To illustrate: The large geography in use in Utica costs at the book stores \$1.50, while it can be bought by the board of education in quantities of the publishers for \$1.04 1-6; a grammar costs 70c., which the board can buy for

50c.; a spelling-book 25c., which the board can buy for 15c. Of course, the rate of profits made by dealers in different places varies, but I believe the average difference in cost between the two plans is fully 30 per cent. Experience has shown that text-books owned by a city or district have on the average, under proper care, a life of four classes or individuals using them; while under the other plan, even counting the cases of transmission from elder to younger brother or sister, and the cases that go to a second-hand book store, it is doubtful if the average is three classes. Hence, it is a conservative estimate to say that there is a saving to the community as a whole, of 40 to 50 per cent. in the adoption of the free text-book plan.

The next point to consider is the effect upon the schools and upon the individual pupils. Objection is made to the plan that it causes trouble by making pupils who are habitually careful in the use of books dissatisfied and discouraged when a dilapidated or badly soiled book is issued to them, and under this system children are not able to keep their school books for future use or for memory's sake. To the first of these objections it may be answered that a good system of regulations governing the use of the books, a careful enforcement of these regulations, proper instruction by the teacher upon the use of public property, and the quick withdrawal from use of a dilapidated or filthy book will remove nearly all grounds for this dissatisfaction. The other objection has some force for high school pupils, but none or nearly none for pupils of the lower schools. In most cases of pupils in the lower grades the books are worn out, sold to another pupil or to a second-hand store, or are thrown away and forgotten. It is also urged that the plan entails more work upon the teacher in issuing, charging, and caring for the books. I have yet to find a teacher who would not rather have this additional work than the annual or semi-annual delay in getting her class started caused by the failure of several pupils to have their books on time, and the vexatious experience of getting some parents to supply books, paper, pencils, etc., at all. To the claim that free text-books are unnecessary except in the case of indigent pupils, and that most communities supply books to such now, I answer that this system of discrimination between the poor and the well-to-do has no place in a public institution like the public school. Class distinctions are sure to arise between those who own their books and those who are furnished them as a charitable act by the city. Do what we can to cover it up, the sensitive natures of children are injured at times by this system of discrimination.

Among the favorable influences of free text-books upon the schools I note: (1.) A considerable saving of time at the beginning of a term because all children may be supplied with everything needed for work the first day of school. One superintendent with experience under both plans testifies that in some schools this is equivalent to the entire cost of books and supplies for those schools. (2.) Experience shows that it increases attendance. Not infrequently the cost of books, paper, etc., is the item that decides the question of whether or not a boy or girl shall continue longer in school or shall begin to add his or her mite to the scanty income of the family. (3.) It will be much easier to keep only the best text-books in use. Every superintendent and principal knows how hard it is to secure a change of text-books, even when those in use are a decade or more behind the times, and every member of a school board knows how often he is blamed for such a change without any consideration of the relative desirability of the old and new books. The reason for this general criticism is evident. There is no time when there are not many families who own books that are nearly new or that will do for their children if no change is made, but who must buy new ones in the event of a change. Under the free text-book plan all the books of a set will wear out nearly at the same time, and it will cost no more to buy the best then in the market than to continue the use of books that have become antiquated or that have been far outstripped in the sharp competition of the publishers. Thus there will exist every facility for keeping the books in use the best that the market affords, and at no additional expense to anyone.

The most general, and upon its face the most potent, reason urged against free text-books is the sanitary one. It is claimed that germs of contagious diseases will be transmitted with frightful results if the system is generally adopted, and that a child will have no chance to protect himself against contagion. In these days of individual communion cups and in the light of the generally accepted germ theory of disease, this argument comes with convincing force to many. Such do not, however, stop to consider the precautions that can be, and are being, taken to prevent this very result of free text books. There is no doubt that with proper and entirely practicable care the danger from this source will be much less with free text-books than under the other plan. In general each pupil keeps the same copy of a book during the entire time he needs that



J. H. THIRY,
One of the Four deers,
Long Island City, N. Y.

(Continued on page 8.)

TEXT BOOK ADOPTIONS.

Richmond, Ill. Frey's geography and Avery's school physics.
 Holmes, O. Peterman's civil government.
 La Salle, Ill. Metcalf's elementary English grammar.
 Jacksonville, Fla. The county school board has adopted the Prang drawing system.
 Chicago, Ill. Jackman's nature study and related subjects.
 Preston, Ia. Natural music course.
 Long Island City, N. Y. American vertical system of penmanship.
 Washington Co., Md. Adopted Brooks' rudiments and standard arithmetic for exclusive use.
 West Finley Twp., Washington Co., Pa. Brooks' rudiments and standard arithmetic and Beitzel's speller.
 Miles Twp., Centre Co., Pa. Brooks' arithmetic.
 Jackson Twp., Greene Co., Pa. Brooks' standard and rudiments.
 Mt. Pleasant Twp., Washington Co., Pa. Westlake's common school literature.
 Lawrence Twp., Clearfield Co., Pa. Brooks' new mental.
 East Fallenfield Twp., Crawford Co., Pa. Welsh's Language lessons and grammar.
 Rye Twp., Perry Co., Pa. Brooks' rudiments and standard.
 Union Twp., Adams Co., Pa. Fewsmith's grammar.
 North Codorus Twp., York Co., Pa. Brooks' rudiments and standard arithmetics.
 West Beaver Twp., Snyder Co., Pa. Beitzel's spellers.
 Mill Creek, Lebanon Co., Pa. Brooks' standard and rudiments.
 Marion Twp., Berks Co., Pa. Brooks' new mental.
 Christiana, Lancaster Co., Pa. Brooks' rudiments and standard.
 Wellsville, York Co., Pa. Beitzel's speller.
 Tell Twp., Huntingdon Co., Pa. Beitzel's speller.
 Halifax Twp., Dauphin Co., Pa. Brooks' rudiments and standard.
 Porter Twp., Huntingdon Co., Pa. Beitzel's spellers.
 East, Washington Co., Pa. Brooks' rudiments and standard and Brooks' Algebra.
 Richhill Twp., Greene Co., Pa. Beitzel's spellers.
 Morris Twp., Greene Co., Pa. Brooks' rudiments and standard arithmetic.
 Spring Twp., Berks Co., Pa. Brooks' rudiments and standard arithmetic.
 Salisbury Twp., Lancaster Co., Pa. Brooks' rudiments and standard arithmetic.
 Three Springs, Huntingdon Co., Pa. Beitzel's speller.
 Watts Twp., Perry Co., Pa. Brooks' new mental.
 Tyrone Twp., Blair Co., Pa. Beitzel's spellers.
 Ludwick Twp., Westmoreland Co., Pa. Brooks' new mental arithmetic.
 Susquehanna, Dauphin Co., Pa. Brooks' rudiments and standard arithmetic.
 Morris Twp., Washington Co., Pa. Beitzel's spellers.
 Alsace, Berks Co., Pa. Welsh's grammar, Beitzel's spellers, and Brooks' standard and rudiments of arithmetic, also Brooks' new mental arithmetic.
 Brooklyn, N. Y. St. Vincent de Paul's school: Spencerian vertical.
 Hollis, N. Y. Spencerian vertical.
 Williamsport, Pa. Natural music primer.
 Philadelphia, Pa. Girard college: Ward's forms; Spencerian vertical.
 Stony Fork, Pa. Barnes' primary U. S.; Milne's Algebra.
 Norwood, N. Y. Spencerian vertical.
 South River, N. J. Spencerian vertical.
 Flushing, N. Y. Song Wave.
 Blossburg, Pa. Eclectic drawing.
 Little Falls, N. J. Spencerian vertical.
 Maspeth, N. Y. Swinton's primer and first reader.
 Bedford, Pa. White's Pedagogy.
 Erie, Pa. Metcalf's elementary English.
 Churchtown, Pa. Barnes' primary U. S.
 Derry Station, Pa. Webster's C. S. Dictionary.
 Pittsfield, Pa. Swinton's primer, sep.
 Columbus, Pa. Swinton's fifth reader.
 Lock Haven, Pa. Burke's Conciliation.
 Greensboro, N. C. Sketch book.
 New Haven, Conn. P. & A.'s Roman life.
 Equimunk, Pa. Pathfinder physiology, II.
 Tampa, Fla. Spencerian vertical, C. B.
 Jamesburg, N. J. Appleton's elementary geography.
 Towanda, Pa. Natural music primer; first reader, second reader, third reader.
 Allegany, Pa. Crockett's trigonometry.
 Lockport, N. Y. Natural speller.
 Jerseytown, Pa. Pathfinder physiology, III.
 Niagara Falls, N. Y. Spencerian vertical.
 Newark, N. J. Stories of the Greeks.
 Hartford, Conn. Natural music primer.
 Woodstock, Va. White's first book arithmetic; White's new complete arithmetic; Webster's primary dictionary.
 Kutztown, Pa. Mack's practical rhetoric.
 Huntingdon, Pa. Matthew's American literature.
 Saumsville, Pa. White's first book arithmetic.
 Forestville, Va. White's first book arithmetic; White's new complete arithmetic; Webster's primary dictionary.
 Dunham, N. C. Stories of the Greeks.
 Strasburg, Va. White's first book arithmetic; White's new complete arithmetic; Webster's new primary dictionary.
 Seven Fountains, Va. White's first book arithmetic.
 East Orange, N. J. De Foe's history of the plague.
 Sewickley, Pa. Appleton's elementary geography.

Cornerville, Va. White's first book arithmetic.
 Shanghai, China. Barnes' first, second and third readers.
 Philipsburg, Pa. Swinton's advanced second reader; Harper's third reader.
 Erie, Pa. Harper's first reader; Appleton's second and third readers.
 Horseheads, N. Y. Harper's readers.
 Roberts Rules of Order were adopted by a number of school boards during the past month. This popular work is published by Scott, Foresman & Co., Chicago.
 At the meeting of the board of education of Philadelphia, on January 12th, the rules were suspended, and the following books were adopted for immediate use: Ford's Nature's Byways and Thompson's Fairy Tale and Fable, both published by the Morse Company.
 The American series of drawing were recently adopted at Jerseyville, Ill., and all county schools in Monroe county, Ill., also in a number of schools in St. Louis, Chicago, Cincinnati, etc.
 Irish's "American and British Authors" has recently been adopted in the National normal university, Lebanon, Ohio; Scio college, Scio, Ohio; Kate Tucker institute, Byhalia, Miss.; Hazel Green academy, Hazel Green, Ky.; Mississippi state normal school, Holly Springs, Miss.
 Irish's orthography and orthoepy has recently been adopted at Utica, Ohio; state normal school, Albion, Idaho; and Dublin Township, Mercer county, Ohio.
 Helena, Mont. Collar's practical Latin composition, Harper & Burgess's Inductive Latin primer, Allen & Greenough's Ovid's metamorphoses, Goodwin's Xenophon's anabasis, and Greek grammar, Gleason & Atherton's first Greek book, Harper & Castle's Greek composition.
 Bay City, Mich. Frye's complete geography.
 Wellington, Kas. Gray's botany.
 Parsons, Kas. Natural music course, and Gray's lessons in botany.

TEXT BOOK NEWS.

Sheldon & Co., the educational publishers, of New York City, have removed their quarters to Nos. 43 and 45 East Twelfth street. The firm required more room for its increasing business and the new quarters amply supply them.
 E. H. Butler & Co., of Philadelphia and Chicago, have issued a neat pocket memorandum book, containing valuable information and data.
 Some of Longmans, Green & Co.'s newest and most popular books appear in our directory this month. We have room for only a very few of the books, so if a complete list is desired we advise writing for catalogue.
 A trade edition of the Standard Dictionary has been issued by Ward & Gow, Union Square, New York City.
 In 1837 Isaac Pitman invented shorthand, and since that time, it is interesting to note that there has been as many as 401 editions of the text-books of this system, and of the first book over two million copies have been sold. Such figures conclusively show, that, whilst it is the oldest system, it has also the advantage of modern improvements, and an extensive shorthand literature not found in other systems. Teachers and others should keep in mind the important fact that, every year, the standard for speed is becoming higher and higher, owing to the keener competition in business, and should note that the pretentious claims of the so-called light-line and connective vowel systems, which only produce slow writers, are not worthy of consideration. The Isaac Pitman system is the only one in which certificates have been granted—under the most severe tests—for 250 words per minute, for ten minutes continuous writing from new matter. Teachers and schools will do well to look into the superior merits of the Isaac Pitman system, which for many years has been successfully taught in the public schools of New York and other large cities.
 When Messrs. Maynard, Merrill & Co., of New York, moved to their present New York headquarters on E. Tenth street, they comforted themselves with the thought that they might never again have to undergo the inconvenience of moving. The rapid increase of their business during the past four years has, however, rendered their present accommodations entirely inadequate, and they have now moved to 29, 31 and 33 E. Nineteenth street, the building immediately adjoining the old Goelet house, at the corner of Nineteenth street and Broadway. This building, which has just been completed, is fire-proof throughout and is one of the handsomest and best equipped buildings in the city.
 Peoria, Ill. The following is a plank in the platform of the State Federation of Labor: The enactment of a law providing that all pupils attending the public schools shall be furnished with all books and other articles necessary to their education and training by and at the expense of the state. The publication of these books shall be done in offices under the jurisdiction of the International Typographical Union and Allied Printing Trades.
 Albany, N. Y. A local option free text-book bill has been introduced in the legislature.
 Eau Claire, Wis. The Wisconsin State Grange adopted a resolution favoring uniform text-books to be published by the state and furnished to schools at cost and that a text-book on agriculture be introduced in all the public schools.
 Red Wing, Minn. The board of education has purchased a supply of Webster's International dictionaries.
 Springfield, Ill. At the annual meeting of the Illinois State Teachers' Association it was voted to appoint a committee of one from each senatorial district in the state to work with individual members of the legislature to secure the passage of a free text-book bill. Two hundred dollars

was appropriated from the funds of the association to pay the expenses of the committee.

Cleveland, O. It is contemplated by the school council to adopt the free text-book system.

Sparta, Wis. President Adams, of the state university, has presented to the high school a set of Johnson's encyclopedia.

Springfield, O. The board of education has purchased fifty copies of Allen & Greenough's Cicero for use in the high school.

Woodstock, Vt. According to the provisions of a law passed by the last legislature, or rather an amendment to the free text-book law, cities are not compelled to furnish free text-books to high school pupils. The cities, however, still have the privilege to furnish free text-books to high schools if they so desire.

Salt Lake City, Utah. Board of education has purchased Spanish dictionaries.

La Crosse, Wis. The report of the workings of the free text-book system which has been in vogue here for the last fifteen years commends itself in every way. The report shows that it has been an economy, that it has brought about uniformity, that the children of poor parents remain in school longer than would otherwise be the case, that the school books never had the care under the personal ownership system—that they now have as they are respected as public property, and by a moderate system of fines the heedless are made careful.

Waterbury, Conn. In the annual report of the board of education the following appears on free text-books: The system of free text-books was introduced into the schools in September, 1895, and it appears to have accomplished all that its supporters claimed for it. It has, however, entailed much additional labor on teachers and school officials, and has proven a most burdensome expense to the tax payers. Much of this latter is to be credited to school supplies, and not to text-books proper. It may be doubted that a majority of those who voted for free text-books ever thought or intended to include this expensive feature of the system, and now that its practical effects are clearly discernible, the conclusion is inevitable that it opens up a broad avenue to waste and extravagance. The remedy is in the hands of those who bear the burden. Hereafter, the annual expense for free text-books will be inconsiderable. The school supply expenditure will, on the contrary, gradually increase from year to year, in proportion to the increase in school attendance. It has been deemed advisable to recommend the abolition of free school supplies, and thus save the tax payers this constantly increasing burden. In justice to teachers and pupils it should be said that the books placed in their charge have been used with the utmost care, and do not show any of the effects of careless handling or bad usage.

Tacoma, Wash. In the biennial report of State Superintendent of Education, Bean, it is recommended that the school districts purchase the text-books and loan them to the children, the books to be selected from a list containing several series, approved by the state board. The state board should designate a single uniform series for compulsory use in districts that do not own their books.

Topeka, Kas. State Superintendent of Public Instruction, Stryker, is receiving a great deal of encouragement from the members of the legislature on his free text-book proposition. His idea is district ownership of books and a law fixing the maximum price that districts may pay. He proposes five year contracts and bids from publishing houses for books for the entire state.

Jacksonville, Fla. The school principals of Duval county have recommended to the county board of education the adoption of the Thompson drawing system.



JOHNNIE: Grandpa, did you raise the salaries of the teachers as you promised before the school election?

SCHOOL BOARD PRESIDENT: No, indeed I didn't.

JOHNNIE: Well, are you going to tell the hatchet story at the Washington's birthday exercises?

SCHOOL BOARD PRESIDENT: Certainly, lad, certainly. Why?

JOHNNIE: I overheard the teacher saying that there was at least one liar between the Father of his Country and the President of our School Board.

Favor Free Text-Books.

Des Moines, Ia. In a circular letter issued by the State Department of Public Instruction the information is given that the Twenty-sixth General Assembly made provision whereby any school district in the state may purchase the text-books used in the public schools of that district and loan the same to the pupils without charge. In the same circular the following reasons are given in favor of free text-books: 1. Pupils are always supplied with books and, consequently, are always ready for work; no time is wasted waiting for parents to buy the necessary books. Under the old system the first week of every term was practically wasted. 2. The attendance is much larger under this system. Many families are too poor to buy books at the call of the teacher, and they are too proud to accept charity books. It is believed that free books in the high school will greatly increase the enrollment. 3. It facilitates a better grading of the school. A pupil may be changed from one grade to another or from one room to another without making a call on the parents for new books. 4. The pupils take better care of the books than when they own them themselves. During the time the books are used they practically belong to the teachers, and they are in a position to demand that the pupils use their books with care. 5. Free books are a great financial saving to the district.

MONTANA'S SCHOOL BOOK BILL.

The bill which is expected to become a law, provides for state uniformity, the books to be selected by a text book commission composed of the superintendent of schools, the attorney general and five teachers actually engaged in educational work in the state, who shall be appointed by the governor.

The agreements with publishers are required to contain the wholesale price at which the books will be furnished free on board cars in Chicago, either to dealers or school districts, and also an exchange and retail price at which they will be furnished to children at at least one designated depository in each county in the state. The bill provides that contracts with publishers shall also include the stipulation for revision of the geographies of the state and the departments of civics at least every three years, to keep pace with new county lines and changes in the laws and forms of government.

These provisions are the substance of the first three sections. It then continues:

Section 4. It shall be the duty of the said board of text-book commissioners to meet at the time and place mentioned in the advertisement for bids, and open said sealed proposals in the presence of the majority of said board, and in public, to select and adopt such text-books for use in the public schools as in their opinion will best subserve the educational interests of the state. The series of text-books so selected and adopted by the said board of text-book commissioners, shall be certified to by the chairman and secretary, and said certificate,



Dr. L. A. SAXER,
Re-elected Pres. School Board,
Syracuse, N. Y.

with a copy of all the books named therein, placed on file in the office of the state superintendent. Such certificate must contain a complete list of the books adopted, giving the wholesale and retail prices at which they will be furnished, as provided in the preceding section, and the name of the publisher agreeing to furnish same. The said books named

in said certificate shall, for a period of six years from and after the first day of September, 1897, be used in all the public schools of the state, to the exclusion of all others.

Section 5. The board shall have power to make such contracts as they shall deem for the best interests of the state, and shall require that all who furnish the books adopted furnish bonds in an amount equal to one-half the value of the books furnished, and for the faithful performance of the contract.

Section 6. The contract shall take effect when the publishers have filed their bond with the secretary of state with at least two sufficient sureties, approved by the governor, in such sum as shall be determined by said board, conditioned, that they comply with the terms of their proposal and such further conditions as may be agreed upon between the board and the publishers contracting.

Section 7. In case the publishers of the books adopted shall not, on or before the first day of July, 1897, have filed their bond as provided, or in case they shall not on or before the first day of July, A. D. 1898, have performed all the obligations of their bonds, with respect to the exchange and introduction of books and the preparation and supply of the special map and special descriptive matters of the geography so adopted, or the special supplement for the civil government, or in case they shall at any time fail to perform any of the conditions specified in their bond, and shall fail within a reasonable time, after due notice shall have been given them to make good their guarantee in any respect in which they may have failed, then this adoption shall become null and void. The text-books adopted under this act, and upon compliance by the publishers of the conditions aforesaid, shall continue in use for six years from Sept. 1, 1897, to the exclusion of all others, and until otherwise provided by statute.

Section 8. When the publishers of the books adopted have filed their bond, it shall be the duty of the state superintendent to cause all prices of text-books to be printed and distributed to the trustees of the school districts in the state, who shall cause the same to be posted in a conspicuous place in each school room in their districts, and it shall be the duty of the several county superintendents to keep themselves informed whether such prices are actually maintained by the publishers.



THE EXPOSITION BUILDING, MILWAUKEE, WIS., WHERE THE GENERAL MEETINGS OF THE NATIONAL EDUCATIONAL ASSOCIATION WILL BE HELD.

N. E. A. AT MILWAUKEE.

Milwaukee, where the next meeting of the National Educational Association will be held, is situated on the banks of Lake Michigan, about eighty-five miles north of Chicago. Twenty-eight trains run between the two cities daily, making the trip in about two hours. Four lines enter the city from Western and Northern points, while steamers enter this port daily from different points on the chain of the great lakes.

Ample facilities are thus offered to reach the city by rail or water from all directions. One-half rates (plus \$2.50 membership fee) will be made from all parts of the United States. The usual extension of time (August 31) will be granted.

Milwaukee has many attractions for the tourist and sight-seer. As an American city it presents phases that must be interesting to every observant and thoughtful person. It is the great city of cozy cottages, where every workingman owns his own home; where you find magnificent public buildings, handsome business blocks, ideal residences, beautiful drives, fine educational institutions, and world-famed industries,—a city where art, music, and general education are fostered in the highest degree.

It is the most German city in the United States, yet most intensely American in spirit and activity. It is the one city in this country which maintains as many daily newspapers printed in the German language as it does in the English; unfolds German customs and habits in all their simplicity, and is at the same time full of Yankee enterprise and thrift.

There will be ample facilities for excursion trips upon Lake Michigan as well as side trips to Waukesha, Oconomowoc, and many other well known resorts located about Wisconsin's group of inland lakes.

Provision will be made for excursion trips to the famous Wisconsin Dells, and to other interesting points. The fare will be low in all cases.

Ample accommodations in hotels and private families will be provided. The hotel rates will range from \$1.00 to \$3.50 per day. In private families the rate will not exceed \$1.00 per day.

All further information desired will be cheerfully given. Write to

WM. GEO. BRUCE,
Secretary Local Committee N. E. A.

IT WAS A BIG SUCCESS.

(Continued from page 5.)

book. There need be no more promiscuous use of books than under the other plan. All books used by a pupil who has any contagious disease or that have been in a home where such disease exists, should be thoroughly disinfected or immediately burned. These precautions are not practicable with individual ownership of books. Books from homes where diphtheria or scarlet fever has raged are freely sold to second-hand book stores and innocently purchased by other children, and this is beyond the practicable control of public authorities. Hence, it is certain that the free text-book system, properly administered, decreases rather than increases the danger from contagion in the schools.

Questions of political economy are involved in this discussion. Some claim that text books at public expense are an injustice in that it makes those not using the books help to pay for the books of others. Others claim that it smacks of paternalism and is a step toward socialism. On the other hand, it is claimed by the advocates of the system that free text books are the legitimate and necessary accompaniment of free schools—that free text books are needed to make the schools really free. I think no good can come from discussion of these points. Some of you may hold that we have gone far enough in this direction when free schools are sustained. I may hold that we should go this step further. It is doubtful if arguments will change either of us very much. The question is one of degree, not of kind, of governmental aid. The nature of the aid is the same in free text books that it is in free teaching or free warmth in the school room. The only question here is how far shall we go in free facilities along the line of educational matters. Decision upon this point must be made in the light of other arguments for and against free text books.

You and I doubtless recall instances where questions have been warmly debated and predictions have been confidently made of the good and bad results of some policy, should it be inaugurated. Questions of incorporating a village, of changing from a village to a city, and in fact of free schools themselves, have been and will continue to be thus discussed. But when the move is made or the policy put into force, the results, be they good or bad, can not be gainsaid. If, therefore, in this discussion of free text-books we let experience guide us, we shall not go far wrong. Has there been much such experience, and what has it shown? Free text-books for public schools is no new and untried proposition. Philadelphia has had them for over 30 years, Boston 12, Baltimore 10, New York city a long time, the entire states of Massachusetts, Nebraska, and doubtless others for varying periods. Sixteen cities and fifteen large villages of this state now provide them. What is the verdict from experience? I have had great interest in this subject for five years, and I have given it careful investigation, examining every argument and testimony I have found bearing upon the question. I have yet to find a place having had free text books for any considerable time where public opinion, so far as it is voiced through the usual channels, is not overwhelmingly in favor of the system. I have tried to find a single place that has tried the plan and then returned to the other plan. This surely is significant evidence.

Let me briefly, in conclusion, recount the chief arguments against and in favor of free text books. In opposition to it has been urged:

First—That free text books cause an injustice to those not patronizing the public schools by making them pay for what they do not use. In the same way do free schools.

Second—That they are unnecessary except for indigent pupils. But this discrimination causes injurious class distinctions, and should not be countenanced in the public schools.

Third—That it increases the cost of the schools. It increases the size of the tax budget, but decreases the real cost of the schools to a community.

Fourth—That it makes more work for the teacher. Most teachers will be glad to assume the extra work in view of the delays and annoyances thereby avoided.

Fifth—That some pupils desire to preserve the books used in their school days. Applicable to only a very small percentage of pupils.

Sixth—That it will increase the danger of spreading contagious diseases. Under proper and entirely practicable regulations the contrary is undoubtedly true.

Seventh—That it smacks of paternalism. So do free instruction, free warmth, etc., in the schools. This is a question of degree and must be decided in the light of the other arguments for and against the proposition.

In favor of the proposition it is urged:

First—That the total actual cost to the community of the books and supplies is 40 to 50 per cent. less, this reduction being caused by purchase at wholesale and by the longer life of the books.

Second—That there is considerable saving of time at the beginning of a term because all pupils can be supplied with books and needed material on the first day.

Third—That it increases the attendance for the same reason that free schools increased the attendance.

Fourth—That it is easier, and no more expensive, to keep only the best up-to-date books in use.

Fifth—That it is the legitimate accompaniment of free schools. It is needed to make the schools really free.

Sixth—That it has already been widely adopted, and wherever tried it has proved a success.

After the reading of the paper Mr. French offered the following resolution, stating that in doing so he would not promise to vote for it, and it

was presented simply to bring the question to an issue:

Resolved, That the New York State Association of School Boards, assembled at Niagara Falls, Jan. 6th, 1897, do hereby express our belief that the educational interests of the state will be greatly advanced by the passage of a compulsory free text book law by the legislature of 1897.

Resolved, That a copy of this resolution be certified to each member of the Legislature with the request that all such members support such a bill during the coming session.

An animated discussion followed in which strong arguments for and against the resolution were urged. Upon motion, however, it was tabled.

Hon. L. B. Hall, of Albany, then read a paper on Examinations vs. Daily Markings. It proved of a technical character and dealt with the professional rather than the legislative work in school systems. The contention was made that regular examinations should be discarded and that the daily markings of pupils together with their general standing should guide all promotions.

Last Session.

Upon the opening of the evening session, Mr. French, of Albany, moved that Thomas B. Lovell, of Niagara Falls, be made an honorary member. Carried.

Mr. L. F. Stillman, of Cortland, then read his paper, stating the audience should imagine itself the corps of teachers about to enter the employ of the school system, while the board is addressing the superintendent just appointed.

Our Duty to the Superintendent and Teacher.

The superintendent is of our own creation. We or our predecessors have elected William Jones to superintend our schools. How far shall he be held responsible for the success of the school? Will we give him the backing professional courtesy demands? Address of welcome by the president of the board, superintendent Jones. We, the board of education, bid you welcome to our city and to our schools. The board of education in executive session have outlined a few plans, which they wish me to convey to you as superintendent. First, let me say, you are always to be consulted as to all of the business management of our schools.—we have no star chamber proceedings. And, as far as possible, the board by its committees will relieve you of all financial management. Second, we shall hold you responsible for the methods pursued, and management of the schools. Third, we shall hold you responsible for the work of each individual teacher, especially as to methods and discipline. Fourth, we shall hold you responsible for the care of all the school property through the janitors, and after you have thoroughly outlined the work for teachers and janitors, we expect you to report any negligence or incapacity on the part of any teacher or janitor without fear or favor, not even taking into consideration race, color, religion or social standing. And the proper committee of this board will recommend a change by rapid transit. Now, Mr. Superintendent, we do not expect you to run all the churches, and other organizations in our city and the less you advertise your business to the general public, the better success we prophesy for you and the schools. We want you to move slow and considerably, and we, as the board of education, expect to uphold you in every detail of your work until you have proven your utter incompetency, at which time, we, without any hesitation, shall call for your resignation, but not under any condition will we, as a board, allow any personal dislike on the part of individual members to give you any embarrassment or imperil your position. Fifth, to the superintendent and teachers, we, the board of education, composed of professional and business men, feel it our privilege to suggest that our schools are common practical schools, and for the common public, that we hope to educate in a practical way, that the growing generation of our city may obtain a practical common school education. For statistics show that more than seventy-five per cent. of all the children of this commonwealth never attend any other than common schools. Consequently, we wish your assistance to draft a course of study to fit the masses and not the classes.

Our education is too free, and books and papers are too plenty. The average course of study is too complicated and the pupil attempts to cover too much ground, and when the average pupil has passed through our schools, he has a little smattering of everything and not enough of anything to

make a success in life and be a bread winner. But the superintendent says what shall we do? Modern education demands a long and varied school curriculum, and a great number of aristocratic mammas in your city will demand that their children pursue many subjects belonging to higher education, how can we dodge their criticism? Mr. Superintendent, the aristocratic mammas are not going to run our schools any longer. We can see the folly of it, but we are going to take this matter in hand, and through you, get some results, and a few practical subjects we want and are going to have mastered. We want less fads and more sense. To go a little farther, we must curtail and not extend the school course. We need less algebra and Latin and more penmanship and business arithmetic. We want the coming generation to be able at least to read intelligently, compute accurately, and spell correctly. And many a college man and woman can not do this, because they went rainbow chasing when they should have mastered these common branches. Mr. Superintendent, we want and expect you to regulate this evil that has crept into our school system, and make them like the days of Lincoln, Grant, and Garfield, stepping-stones to manhood and womanhood and good citizenship. Not a fitting panorama operated from a switch-board by the aid of electricity, but a crystalized reality of cold facts.

JULIAN T. WILLIAMS, M. D.,
Fourth Vice-President,
Dunkirk, N. Y.



Early in the great rebellion the great liberty-loving people of the North centered all their hopes in that great book soldier, General Halleck, but under his scientific generalship, we were repulsed at every point, and when the great William T. Sherman—this soldier edition of Abraham Lincoln—came to Washington to offer his services as a soldier and patriot and told the President and his cabinet, that the South meant war and it would require the whole power of the government and three years' time to subdue them, if they get organized before you are on them, congressmen laughed, and the learned army officers said "its too bad, poor Sherman, he's crazy," but four years later we found to our sorrow that sheepskin scientific soldiers had to give way to common sense fighting soldiers, and Ulysses Grant, lunatic William T. Sherman, and little Phil Sheridan proved they were the three greatest soldiers that ever stepped upon American soil.

And so it is with our public schools of to-day; if we are to develop true manhood and womanhood, we must abandon the development idea and get down to business, and see that the boys and girls master something, and then if they are fortunate enough to go on to higher education, a mastered foundation and common sense will develop what nature has done for them.

It is no mean saying, "that all great things come from small beginnings," and I state, without fear of contradiction, that a thing well learned, a subject mastered, is not forgotten, but what we call learning fading impressions, we nickname knowledge or education, vanishes into space like tender dew-drops under the rays of the noon day sun.

Teachers, we expect you to be under the advice of the superintendent at all times, and he will commend or criticize you honestly, we hope, and you shall alike with the superintendent, have the backing of the board just so long as you prove yourself proficient. We want you to be original, and your methods must be if you are successful. We expect you to rule and govern your department just as a queen would govern a country. You are not to call upon some teacher higher in authority to discipline your school, and when you prove your inability to do this, take the shingle from over your door and forward it to the board of education, or we shall send for it.

Begone to your several positions of duty with this assurance upon our part that we will provide everything for you necessary for the successful management of your work.

Board in executive session, let us get nearer to the superintendent and teachers and talk to them, not about them; be confidential with them, and not betray their confidence. Let each individual member of a board realize when they are elected that there is responsibility resting upon them. Let them also take into consideration the fact that "majority must rule," but let each member have an honest opinion of his own and fight good naturedly for that opinion, and when defeated make it unanimous without even a harsh thought, much more word. Let all committees perform their several duties honestly and fearlessly, and let all their acts be sanctioned and sustained by the board in committee of the whole. Associate members, may we help to rule and govern the school, an institution second to none in sacredness, as it is a stepping-stone to that "Spiritual building, that house not made with hands eternal in the Heavens."

In the discussions which followed, Mr. Brandegee took an active part. He commended the paper as having gone to the root of the question. It was easy to define the relations but this paper clearly defines the respective provinces of the two



L. F. STILLMAN.
Member Board of Education,
Cortland, N. Y.



B. C. FROST,
Member Board of Education,
Oswego, N. Y.

departments. He likened the school board to a corporation. The superintendent should earn the dividend while the board of directors should do the financeering. Owing to frequent changes in the board the superintendent should be given ample power. He believed himself out of accord in taking this position. The average member cannot judge the teacher, consequently the superintendent should be entrusted with the matter of appointments. The appointments as well as dismissals come under the technical part and should be left entirely with the superintendent.

Mr. Irish, of Olean, contended that members of school boards can have judgment of teachers. Superintendents may make mistakes. The board is responsible to the people and must have the final voice. Mr. Blakeman said that the member may not be an expert on teaching and yet may be able to judge a teacher. The monthly reports and evidence of the work done can be determined by the board as well as the superintendent. The board must by all means retain its right to appoint and dismiss teachers. The board would indeed be placed in a humiliating position by giving the superintendents this power.

Mr. Julius E. Rogers, of Binghamton, then read his paper on Truant Schools.

State Truant Schools.

For the past two years the school boards have been trying to carry out the provisions of the compulsory educational law by forced attendance in ward schools, and in a few instances by detention schools for truants and incorrigible pupils. While something can be said for each of these plans in maintaining compulsory education, none of them enables us to fulfill the spirit and letter of this law.

This compulsory school attendance law is the most significant and far reaching in its results of any educational enactment which has gone on our statute books for many years. Ignorance is the curse of every nation, but with none is knowledge so essential as with a people governing themselves, making and enforcing their own laws.

We have been taught that knowledge is power. We need to be taught that ignorance in a nation is a weakness that leads to vice and crime. I desire to consider the plans and methods we have used in enforcing the compulsory educational laws and show how inadequate they are to accomplish the desired result.

First, can we successfully care for our truants and incorrigibles in our ward schools? Some tell us they need the influence and example of boys who come from good homes, who are regular in their attendance, and who strive for first place in their grades. But the average truant thinks his careless, easy, unrestrained life the best, and accepts the change only as it is forced upon him. We are beginning to recognize the fact that human nature is subject to diseases, moral as well as physical. We have long since established rules governing these physical diseases. Can there be a doubt in the mind of any one of us that our boys and girls are just as susceptible to the immoral influences and example of boys so unfortunate either by heredity or home life, as to be poisoned by living from earliest childhood in an atmosphere laden with crime and immorality? As parents, we should prefer for our children that physical contamination which the dispensary or the surgeon's knife will cure, rather than that which destroys manhood and womanhood. Our teachers tell us that one bad boy will influence for evil the life and thought of a score of boys far more than they will influence him for good. The compulsory education law has brought many such boys into our schools. Have we any right to submit our children to these influences in the class room which we are so careful to shield them from in every other place? We have no right to subject our pupils to such influences and example.



E. G. LATTA,
Chairman Board of Education,
Friendship, N. Y.

The teachers should not be required to spend on incorrigible boys the

strength and effort which rightly belongs to those who make the best use of their time and opportunity. It seems to me that these are sufficient reasons why our truants and incorrigibles should not be forced into our ward schools.

The Central truant school has some advantages over the ward school in the proper enforcement of this law, though it falls far short of accomplishing the end sought. It is not simply a question of how to keep these boys off the street during the session of school, nor how to control them during the time they are required to remain there, nor even to induce them to put sufficient work and effort on their lessons so the teacher can conscientiously take them out of the grade. It is wider and far more important than that. The fact that they are truants and incorrigible is evidence that they are out of right relations to home and school authority, and this is a result of that moral contagion of which we have been speaking. Thirty hours in the truant school each week as against one hundred and thirty-eight hours of home and street influence is not enough to counteract or stop the tendency to evil, and a disregard for home and school authority.

We grow by what we feed upon, morally as well as physically. To stamp out the disease we must remove the cause. Home and street influence is responsible for most of our truancy. If these boys are to be saved to manhood and respect for law they must be removed from those influences which have made them truants and incorrigible. Regular attendance at the truant school is difficult to obtain and without the co-operation of parents, which is often withheld, it is more than the truant officer can do to keep the boy in his place. The Central school can never be more than a make-shift in enforcing this law.

The school of detention, which is, perhaps, practical for large cities, is out of the question for most school boards in this state. We cannot afford to establish such a school, and much less to maintain one.

How then may we enforce this law with credit to ourselves and, what is of far greater importance, benefit those for whom the law was designed? It has been urged by some that the proper place for persistent truants and incorrigibles is the work shop, reformatory, or house of correction, where they can be confined and kept at work.

But to those who have given this subject most serious thought this idea is no longer tenable, and for reasons it seems to me obvious to us all.

The truant is not a criminal. Truancy is not a crime though it is the open door to ignorance, which, unrestrained, may lead to crime.

The boy who has never recognized any authority at home, often because of the injustice and cruelty of that authority, and who has been taught to do right only through fear of punishment, needs something besides the straight-jacket and the last to make him a true, self-respecting man. If the truant is not a criminal, it is in fact a crime to treat him as such. No boy can afford to lose, or is safe without that strongest and surest of all anchors—self-respect.

The truant needs restraint, needs to recognize authority, but it is not necessary nor just to brand him a criminal. If there is that in him which will respond to better influences and better teaching, it is along the line of self-respect. When this is gone the boy is lost. Our truants must be detained, must be disciplined and instructed, but not in a jail or a prison. Not until truancy neglected and unchecked has led to positive crimes ought the truant to be handed over to criminal jurisdiction. Not until education has exhausted all means of prevention and reformation should the truant be surrendered to the police-justice for punishment.

The Humane Society of Rochester made the following recommendation: The establishment of a truant home is urgently needed. There are many children who refuse to go to school and over whom the parents have not sufficient control. Such children ought to be brought under kind but strict discipline. But there is no place for them. They have committed no crime and ought not to be placed in a penal institution. Then there are children whose parents have spent a term in the penitentiary. These children have done no wrong but they have been surrounded by vice and lived under the most corrupting influences so that they ought not to be brought into contact with other children until after a period of probation. For such, a truant home would be a great blessing.

The old adage that an ounce of prevention is worth a pound of cure, is in no department of our municipal or state government more true than in relation to the question we are considering. It is cheaper for us to educate our boys away from crime and a life of vice than to care for them after they have entered upon that life. But economy is not the vital question. What we need to consider most is, how can we save these boys and how can we overcome the corrupting and debasing influences to which they have been subjected? I do not wish to be understood as claiming that all boys brought into our schools because of this law, are to be sent to a state truant home or school. But I do say most emphatically that in all our cities where the compulsory attendance law is enforced, there will be some whose influence and example should debar them from our public schools, and whose home life, if they have any, is such, that the comparatively short time they spend in the central truant school can never overcome the evil they have imbibed and the habits they have formed so long as they remain under the same influence, and are hampered by the same conditions.

The legislature of 1894 placed this problem before us and I believe the legislature of 1897 has in its hands the most practical, effectual and economical solution possible in the estab-

lishment of one or more truant schools. These schools to be under the control and management of the department of public instruction. They should be located where they would be easily accessible. They should have a farm, garden, manual training and trade department and should be in charge of men and women who would establish and maintain in them as far as possible the true home life.

We cannot expect to reform any large number of our hardened criminals, but we have a right to expect that we can keep our unfortunate boys from becoming criminals by establishing the parental home or state truant school where we can place them beyond the influence of ignorance, vice and crime and put them under wholesome discipline and restraint, and educate them in some useful, self-respecting employment, by which, when sent out into the world, they can earn an honest living. We can make them strong, self-reliant, and law-respecting, and if this be accomplished we have taken a long step in reducing the number who would be in our penitentiaries if left to themselves.

If this association of school boards can help to accomplish this result, it will not have been organized in vain.

President Jones favored the paper and Mr. Hall informed the convention that Gov. Black favored truant schools in his message. Mr. Hall also stated that at Albany one room was set aside for truants. They were allowed to go home at night and were treated in a kindly manner. Mr. Fenton stated that truants came from the better classes, and Mr. Boss reported a satisfactory truant school at Binghamton.

Supt. Hollister, of Corinth, stated that truancy had been relieved by notifying parents of absences of children. An arrest of a parent also helped matters. Mr. Rogers held that state truant schools should be established. "Do not make them prisons", he said, "but make them pleasant homes."

When a definition of "truant" was called for Mr. French said that "truants are children whose parents are unable to control them."

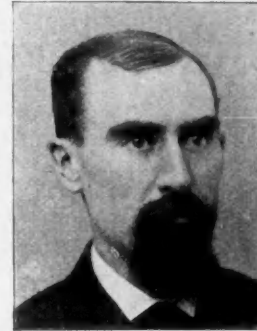
Mr. Thiry held that criminal instinct was hereditary. Care should be taken in distinguishing a reformatory and a truant school. No stigma should be left upon the pupil who had attended a truant school.

After a few appropriate remarks by President Jones, thanking all who had participated in its deliberations, the first convention of New York state school boards was declared adjourned *sine die*.

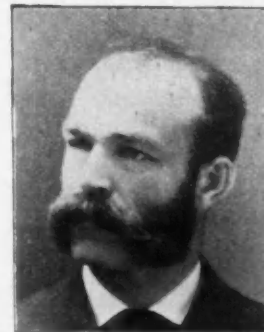
Among those present were the following:

John B. Jones, John F. Hughes, John E. Brandegee, R. Mulholland, Utica; John Holley Bradish, Julian J. Washburn, Batavia; E. S. Harris, Schuylersville; Pres. W. E. Trombly, Saranac Lake; Pres. D. J. Tynen, Saratoga; A. C. Hickok, Corinth; L. F. Stillman, Cortland; Frank. H. Wood, Chatham; Pres. A. Noel Blakeman, Mount Vernon; Pres. A. H. Wilder, Akron; Amos R. Pardee, Skaneateles; Pres. M. S. Sandford, Geneva; Pres. John E. Pound, Lockport; Supt. Thos. B. Lovell, Pres. James I. Trott, Niagara Falls; Pres. W. A. Choate, Brookview (Albany); Rev. J. J. Roche, Middleport; Harlan P. French, Hon. Lewis B. Hall, Albany; Julius T. Williams, M. D., Dunkirk; Pres. E. G. Latta, Friendship; Pres. Thos. H. Bennett, Canandaigua; Pres. Geo. Fenton, Broadalbin; Wm. M. Irish, Olean; B. C. Frost, Chas. H. Donoghue, Oswego; Pres. J. E. Rogers, Homer; B. Boss, Binghamton; Pres. B. F. Fenton, North Tonawanda; Pres. H. Ernest Smid, M. D., White Plains; Miss Jane Hart, Hornellsville.

Somerville, Mass. School board is trying to decide whether women make as good principals for 12-room grammar schools as men.



HARLAN P. FRENCH,
Rec. Sec'y N. Y. State Association
of School Boards.



GEORGE FENTON,
Representative from
Broadalbin, N. Y.

THE AMERICAN School Board Journal

DEVOTED TO

SCHOOL BOARDS, SCHOOL OFFICIALS, AND TEACHERS.

WM. GEO. BRUCE, - PUBLISHER AND PROPRIETOR
New York—Chicago—Milwaukee.NEW YORK OFFICE: - - - 3 and 5 West 18th St.
FRANK H. LARK, Advertising Manager.CHICAGO OFFICE, - - - 24 Adams St., Room 41.
W. J. LARK, Advertising Manager.

ISSUED MONTHLY.

SUBSCRIPTION, - - - ONE DOLLAR A YEAR.

Entered at Post Office at Milwaukee, Wis., as second class mail matter.
Home Office, 372, 374 and 376 Milwaukee St.

We are publishing the only Journal devoted exclusively to School Boards and executive officers. We furnish information on the doings of School Board committees, including important executive actions, best methods of heating and ventilation, text-books, with prices and adoptions, school law decisions, models of school buildings, statistics upon salaries, publish the engravings of leading school men, etc.; briefly, we keep School Boards and Teachers abreast with the time.

THE NEW YORK CONVENTION.

Considerable space is given up in this number to a complete report of the convention held at Niagara Falls by the New York State Association of School Boards.

This report is of sufficient import to deserve the attention of all school officers, in whatever city or state they may reside. The questions which were treated are live ones in every school system.

The state of New York is to be congratulated on the auspicious beginning made in the direction of school board organization. The men who participated in the deliberations of the convention are among the most progressive and public spirited in the state. Many of them have served long terms upon school boards and have become familiar with every phase of practical school affairs. Their opinions are well worth recording and can only serve as a guide for those less experienced.

The New York Association of School Boards, constituted as it is of a high class of citizenship, will wield a power in promoting educational affairs. It will make itself particularly felt in the direction of wise and progressive school legislation, while at the same time will prove a strong aid to the professional worker.

This number will go into the hands of every school officer in the state of New York so as to enable all boards who were not represented, and all members who could not attend in person, to get the benefits of this convention.

All school boards not yet enrolled should communicate with J. Phil. Bannigan, Corresponding Secretary New York Association of School Boards, Utica, N. Y.

Copies of the Constitution and By-Laws will be sent upon application. The Association has also provided that extra copies of this edition will be furnished for distribution among school board members without charge.

The AMERICAN SCHOOL BOARD JOURNAL has been chosen as the official publication of the Association.

MANAGING SCHOOL BOARDS.

When a board of education in an important city recently cast about far and wide for a school superintendent, a singular, and yet what might be termed a most pertinent, question was asked:

"Do you want a superintendent who must manage your school board or your schools?" No doubt the inquirer had in mind an unruly school board, or one retrogressive in spirit when he inferred that managerial abilities might be required.

The question embodies in itself much more. To begin with, it is a good question. No doubt many board's members have not only a crude conception of the superintendents' real function and their own relation to him, but are most unreasonable in their demands. In such cases the superintendent is required to do much more than manage the educational affairs of the school system. He must manage the school board. This task draws upon his tact and skill and upon the power of influence over men. More often does he succumb under this load than in the pursuit of his professional duties. The school boards constituted so as to require the combination of such rare abilities are by no means to be complimented. They exist however, and more is the pity. The illustration proves that while the superintendent may be expected to be educationally a few strides in advance of his board, he is at times expected to possess six-fold capacity, when in reality he should be required to serve in but one.

An efficient school board, composed of intelligent and judicious men, will readily comprehend the duty they owe the superintendent, and the support they must extend to him in his arduous task.

If the superintendent be a man of large executive ability, of the finest education, full of tact, force, and dignity, and an untiring worker, well posted and well balanced, the board may consider itself managed—and contented in being so well managed.

TECHNICAL TRAINING.

The fact that within the past few years wages have risen from fifteen to twenty per cent. in the German Empire makes the news from England that a number of her citizens, interested in technical art instruction, have been studying the industrial conditions there, a matter of no surprise. English merchants found it profitable to import goods from Germany and then export them to South America and the British colonies. Why Britain does not manufacture as well as export the commodities is of such importance as to call for careful investigation.

The men who undertook this work performed a similar service fifteen years ago, when they were selected by the British government to report whether there were

any methods in German industry which might be profitably adopted by Great Britain. That the investigating committee came home well prepared to instruct their countrymen in skilled production is no matter of surprise, for the Germans are the most scientific and scholarly of all peoples, and when they bring their scientific scholarship to bear upon the useful arts the results are sure to be worthy of imitation.

Sir Philip Magnus, who was the chairman of the commission fifteen years ago, and is the leader in the late inquiry, delivered an address showing wherein German superiority lies, stating that the secret of their success is in thorough technical training. When these gentlemen were in Berlin fifteen years ago there was a big building being erected, to be used as a technical school. This school was now training 3,000 students, and it had been necessary to put up additional buildings. In a single German factory thoroughly educated chemists were found experimenting to discover better methods of production. This is an enterprise for turning scholarship to practical account of such magnitude as to startle English and American manufacturers to the necessity of careful training in those who would stand up in the ring of industrial competition.

In his address Sir Philip stated that almost all the profitable results from a valuable discovery made by an English chemist were being reaped by Germany, because of the large number of practically trained chemists available for use in the factories in that land of widely extended technical instruction.

So great has been the advantage thus gained by Germany over England that Sir Philip suggests that his government repeal that part of her merchandise marks law requiring imported articles to be marked with the name of the country whence they came. The German brand is giving the British exporters away, and their colony customers are sending direct to Hamburg for their merchandise. The advice is a confession of inferiority that seems like suggesting that German skill can only be met by English fraud.

Another revelation of the report is that the manufacturers of Germany find that shortening the hours of labor does not increase the cost of production; brains are far more important a factor in prosperity than drudgery, and the fact that the great manufacturers are getting a practical proof of it augurs well for the future of the workingman.

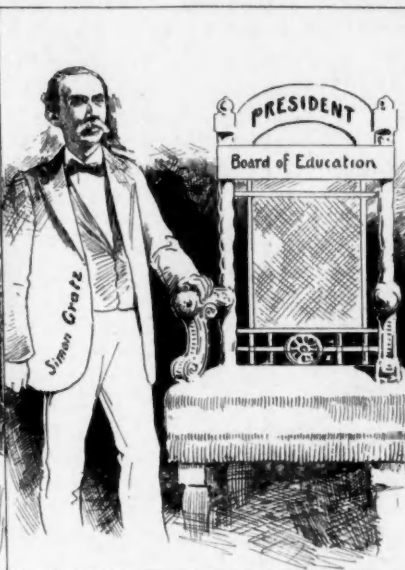
The moral of this story is that every effort should be made in this country to establish thoroughly equipped technical schools and give all our workers a chance to be skilled. The community will reap the benefit in better and cheaper commodities, and the workman will have more hours for recreation and improvement and cease to be a drudge.



DEATH OF THE GREAT INVENTOR OF PHONOGRAPHY



THE CLEVELAND SCHOOL COUNCIL URGES FREE TEXT BOOKS.



THE NEW LEADER OF PHILADELPHIA'S SCHOOL SYSTEM.



CELEBRATION OF THE 87TH BIRTHDAY OF THE NESTOR OF AMERICAN EDUCATION.

OUR CARTOONS.

The celebration of the eighty-seventh birthday of Henry Barnard, the "Nestor" of American education, was suitably celebrated at Hartford, Conn., in January. A banquet was given in the evening attended by the leading educators in the United States. Suitable exercises were held in the schools throughout the state of Connecticut.

The advent of Mr. Simon Gratz to the presidency of the Philadelphia board of education is worthy of note. Isaac Shepard held the position for many years and filled it ably. Mr. Gratz is designated as one of Philadelphia's foremost citizens, who brings experience and ability to the proud position he is to fill.

Mrs. Avery, the efficient lady member of the Cleveland school council, has started the ball rolling for the introduction of the free text-book system. The question will now receive thorough attention in that city.

The death of Sir Isaac Pitman is noteworthy, in that it removes the father of stenography. In this country as well as in England the Pitman system is not only known but extensively used.

The Department of School Administration of the Illinois State Educational Association has been formed with J. W. Errant, Esq., of Chicago, as its president. Mr. Errant is a member of the board of education, a prominent lawyer, and one of Chicago's highly respected citizens. He is a thorough believer in school board conventions. Richard Waterman, Jr., private secretary to President Harper, of the University of Chicago, has been chosen secretary. Mrs. Alice Bradford Wiles, of Freeport, Calvin Rayburn, of Bloomington, and Wm. S. Mack, of Aurora, have been chosen members of the Executive Committee. The School Administration Department, or School Board Association, will be energetically pushed. The officers aim to strengthen the association's membership, and will advance progressive school legislation.

The Governor-elect of Illinois, John R. Tanner, in his message to the legislature, recommends that the state provide free text-books for the public schools, and that the convicts in the state prison be put at work printing and binding such books.

Now, we endorse the passage of a free text-book system law, but we object strenuously to the books being made by prison labor. We oppose it not only because it would be a detriment to that honest labor which to-day is engaged in that work, but hold that the youth of Illinois, in receiving this gratuity only as the result of crime, it would tend to injure their morality. Such a measure would indeed be deleterious and we hope the educators of Illinois will see to it that it will never be enacted.

In view of the scheme furthered by a legislator in Pennsylvania, by which the state is to publish its own school books, a Philadelphia journal says: "Different states have attempted to make their own school books, always with disastrous results. No state can seize the books belonging to private publishers, and no state can hope to start afresh and make anything like as good a series of school books as every school board in Pennsylvania can now select from the lists of dozens of independent school book publishers."



J. G. HALLAND,
State Superintendent Public Instruction,
Hillsboro, N. D.

The school board, says a Baltimore writer, ought to be composed of men who not only do not hold their positions for the sake of political advantage or incidental emoluments of any kind, but whom nobody suspects of so doing. The public school children and their parents should feel that all the members of the board are persons whom they can look up to with unalloyed respect. The commissioners themselves should feel it a distinction to be members of the school board. It is owing in great measure to this kind of feeling that city governments in Europe are so much more efficient than with us. It can hardly be expected that the best men will serve the city without pay in positions which require a large amount of time and work and which it is not accounted something of an honor to fill.

President Trott, of the Niagara Falls, N. Y., school board, is eighty-four years of age. He has been a member of the board for forty-eight years. This, we believe, beats the record. If anyone has served a longer term upon any school board let him speak.

A projection lantern, worth from \$18 to \$112, will be given away as prizes for the best articles on the "Use of the Magic Lantern for Educational Purposes." See offer on another page.

ANSWERS TO CORRESPONDENTS.

C. W. M. Mineral Point, Wis. The H. P. Smith Publishing Co. is located in New York city but will shortly open a branch office at Chicago. The company makes a specialty of penmanship books.

H. R. Saratoga Springs, N. Y. Chas. Bulkeley Hubbell is the newly elected president of the New York board of education. He succeeds Robert Maclay.

J. B. Donovan, Baraboo, Wis. Questions: 1. What is the average number of pupils attending high schools in cities and towns in Wisconsin ranging from four to twelve thousand? 2. Number of teachers employed in each? 3. Average wages paid? Answers: 1. Average is 72 pupils, male 30, female 42. Answer 2. Average number of teachers 3, exclusive of principal. Answer 3. No reliable statistics are at hand. It is safe to estimate the average salary of high school teachers at \$60 per month, exclusive of principal.

A SCHOOL BOARD'S RELATION TO THE PUPIL.

BY WM. S. MACK, MEMBER BOARD OF EDUCATION,
AURORA, ILL.

(Concluded from January Number.)

somewhat surprising, when one considers the need of such rooms as a protection to health in inclement weather, and as a convenience for those who, coming long distances, must eat their lunches on the school premises. All these things and many others incident to school house construction and furnishing are seldom considered and passed upon by the board with any thought or appreciation of their relation to the pupil. As a consequence, we have in all our towns and cities, sightly and imposing school buildings, which are manifestly and inexcusably faulty as regards many important particulars affecting their interior convenience, comfort, and attractiveness.

Nor may we look for any marked improvement in this respect until the professional people in our schools have more to do with the interior plans of school buildings, and until such architects are employed to make plans and specifications as have given special attention to this class of buildings, and who should comprehend, therefore, the essential ends to be secured in the construction. A superintendent of schools should know more about the proper arrangement of a school house interior than any member of his board, and in considering preliminary plans his judgment should prevail over that of a non-professional body whose members have at the most only the barest knowledge of the problems to be overcome in providing for the accommodation and instruction of a large number of pupils of varying ages in a single building. It is his professional prerogative to advise the board in such matters, and it is the duty of the board, would it act wisely, to seek and follow such advice, or, should it, perchance, discover good reasons for not doing so in the case of one superintendent to employ another. Local architects should not be employed to plan school houses simply because they pay taxes in the community or because they sustain close social or business relations to members of the board, even though they may have shown more than ordinary taste and more than ordinary knowledge of materials and constructive methods in planning local residences and business blocks. Too many school houses in our towns and cities already testify to this false notion of local obligation, in their poor and bungling construction, and especially in their unsanitary arrangements.

If ever expert advice is needed it is in the planning and construction of school buildings, both on account of the interests involved and the difficulties to be overcome. How much of discomfort, of ill-health and its consequences are chargeable to school boards that have chosen to proceed without such advice it is, of course, difficult to determine, but the truth would undoubtedly startle us if we could but know it. Our school buildings should be built for the pupil, they should be furnished for the pupil, and if in this building and furnishing he does not get in most cases the best that experience has made available, he is imposed upon by those of whom he has a right to expect better things.

But the best constructed and the best equipped school house ever planned may be only a monument to a school board's conceit and incapacity if the pupil within its walls is subjected to the negative and baneful influence of a poor teacher. Good school buildings do not always stand for good schools, nor even for a healthful, vitalizing, educational sentiment in the community. No one in these days depreciates the unconscious but beneficent influence of an attractive environment upon the impressionable minds of children, neither does anyone contend that these things, though they may and do contribute to a pupil's comfort and advancement, can take the place and perform the function of a good teacher. In the

absence of such a teacher their value and their potency will be only partially realized.

No greater obligation rests upon a board than the one of providing, at any cost, a good teacher for every pupil in every grade of the schools. Indeed, this obligation is the paramount one, the strict fulfillment of which would make the conservation of the other educational forces almost certain, or at least a cause for little solicitude. But in order to ensure for every pupil a good teacher the ordinary methods of selection will have to be modified. The ordinary formal examination of candidates, whether by county superintendent or school board, cannot reveal in any proper sense the qualities which distinguish a good teacher. Questions necessarily limited in their scope, are prepared, submitted and laboriously and many times nervously answered. The answers to these formal questions are taken as indicative in some way of the applicant's fitness to teach—in other words, to touch, to inspire, to direct the mind of a pupil so that he may reveal himself by modes of expression common to his nature, and for ends helpful to himself and to others. One might as well undertake to determine the power of a locomotive by the sound of its whistle. We have not yet found, and probably never will find, any satisfactory test for discovering a good teacher which can be applied outside of the teacher's own special province—the school-room. Here the professional expert may determine, with reasonable certainty, a teacher's qualifications, by actual observation of his work with individual pupils and with classes under ordinary school conditions, and with ordinary school appliances. This is the informal examination which is infinitely more important and reliable than the formal one, and which, in the nature of the case, cannot be conducted by boards of education.

The surest method of getting good teachers is to employ first a competent principal or superintendent, sending him out when necessary to other places to observe the work of teachers, ascertaining and reporting to the board whether their services can be secured at the salary available on or before the expiration of their existing contracts. Such a proceeding is perfectly honorable, and is such, in principle, as would be followed by the manager of any manufacturing or other commercial enterprise seeking a person with specific qualifications for a certain kind of work. The expense should be immaterial if the result is good teachers and better schools. The tendency of such a method, if followed by boards generally, would be to put a premium on professional training and adaptability, and to render precarious the tenure of a large number of poor and mediocre teachers who hold their positions and draw their salaries because of sympathy or local influence, or, at least, not in consideration of any equivalent educational benefit they are able to confer on the pupils committed without power of protest to their charge.

In many places the supply of teachers comes largely from local training classes. Graduates of such classes are usually given positions on the recommendation of the superintendent and training teacher without a formal examination, and after having given a year to the study of psychology, to the study of methods in connection with the common branches, and to practice work in the grades, usually the primary, under the direction of the training teacher. If only the competent in these classes were selected the plan would not, perhaps, be very objectionable, but when, under the pressure of outside influence in the community, the good, bad and indifferent are given places, the only limit being the number of vacancies, then the local training class becomes a menace to the pupil and an effective agency for preventing the schools from rising above the dead level of mediocrity.

The appointment of high school graduates with no professional training whatever to the position of teachers is inexcusable and indefensible, and

such a policy will be followed only when notions of economy and expediency prevail, to which the vital interests of the pupils, and even their rights, are subordinated.

If it is possible under the school law school boards should make a conditional contract with every teacher, whatever his preparation and experience, providing if at the end of a specified time—three, four or five months,—his work in the estimation of the principal or superintendent is not satisfactory he will, at the request of the board, tender his resignation. It may be maintained that under the present arrangement a teacher may be dismissed for cause, but this is so indefinite that in the absence of any specified understanding or agreement at the time of employment, a teacher is likely to be retained long after his incompetency has been demonstrated. While such a contract would simplify this feature of school management and would render more emphatic the obligation of the superintendent, making him less reluctant to report to the board the inefficiency of any teacher; while it would make his attitude toward a weak teacher during the probationary period such that there could not fail to be a mutual understanding, which is important in all cases of this kind; while it would be fair for the teacher, and fair for the board, it would, above all things, be fairer for the pupil than any provision now made for protecting him from the continuous and the demoralizing influence of a poor teacher.

But whether all this be conceded or not no one will deny the pupil's right to a good teacher—one who is sympathetic, loving and intelligent—who understands the motives and the activities of children and can make them indispensable factors in the pupil's development; one also who has enough knowledge of practical psychology to avoid the errors which make so much of the teaching in our schools irrelevant and wasteful. No feeling of sympathy for a neighbor's daughter; no desire to reward a political associate; no fear of defeat at the next election; no race or religious prejudice; no threat of patron or customer; no tie of friendship; no motive of economy should operate to debar the pupil from the enjoyment of this inalienable right. The teacher makes the school, and sometimes, fortunately, in spite of the board of education. The highest and by far the most important function of every school board then is to see that every grade of every school is vitalized and spiritualized by the presence of a good teacher, governed always and forever by the single purpose of serving the pupil, and deaf to every selfish appeal of neighbor, friend, customer, politician, and religious or race fanatic.

The adoption of text-books gives a board further opportunity to serve the pupil well or poorly—to act as becomes the legal trustees of important educational agencies designed wholly for the pupil's advantage, or as becomes those whom ignorance, or conceit, or desire for personal aggrandizement have



At Crazy Horse.

SCHOOL COMMITTEEMAN (to new teacher, from Boston). Now, then, ma'am—me an' Bill's rounded up yer pupils for yer for th' Winter term. I don't think any uv th' boys hez got a weppin' in his clothes,—but yer'd best take my guns an' keep a bead on 'em—durin' school hours anyway,—jess fer looks, yer know. Good-day, ma'am!—me an' Bill's got ter go now.—Puck.

blinded or made indifferent to their obligations. And it should be considered of serious importance in this connection that action once taken is usually binding for a term of years, so if hasty, or ill-advised, or unnecessary, the pupil, in whose interest all changes and adoptions should be made, becomes the sufferer, with no chance of relief for a long period except through the mitigating influence of a good teacher and good teaching. To one familiar with the details of public school administration—with present methods of school book competition and board procedure—it is well known that in the adoption of text-books the pupil is quite as likely to have the poorest or the mediocre ones adopted for him as the best, or to be given or required to buy text-books ill-adapted to his capacity and to the particular purpose for which books are needed. Or he may, as the result of good agency work by a publisher's representative, be required to buy too many books or compelled to pay an exchange price for a new book to take the place of one which, in the estimation of the professional experts, is entirely satisfactory. While it would be unfair to assume that good books would be invariably adopted, and adopted only when needed, were their selection and recommendation left entirely to the professional people in our schools, it will be admitted nevertheless that under such a policy the pupil will be more likely to receive consideration than under a policy which leaves the selection as well as the adoption to the decision of the board.

When changes in text-books are to be made, or additional ones adopted, the responsibility of selection should be left, without hesitation, to the superintendent, except, perhaps, in the case of high school books, the selection of which may safely be left to the high school principal and his assistants. The superintendent, however, should be unwilling to submit a recommendation resting wholly upon his individual judgment and leaving out of account the critical estimate of the successful and experienced class teacher who must use the books every day in his teaching. The opinion of the thoughtful and sympathetic teacher is valuable and, joined to that of the superintendent, should give such point and force to his recommendation that only the most ignorant or venal board would dare or care to ignore it.

No text-book should be adopted because an agent or publisher thinks it is needed. No text-book should be adopted without the approval of the high school principal or the superintendent. No board should retain as professional advisor one whose opinion will not prevail over that of the person who has something to sell to the board. Then is the pupil most likely to derive the maximum benefit inherent in this provision for his educational advantage, and then also is the board subserving its proper and helpful relation to the pupil in the matter of text-books.

But a board cannot be said to have fulfilled its obligation to the pupil in the matter of books even after it has provided him with the best texts available. To stop here is to ignore one of the main purposes of good teaching—is to realize, to a limited extent only, the value inherent in the right use of text-books.

Every grade in a school should be supplied with a carefully selected list of the best reference books adapted to the capacity and the school work of the pupil and made readily available by being kept always in the room and not in a library located elsewhere in the building. A school without these is not in the highest sense a school. To develop in the pupil the power and the desire to investigate by reading and experiment, and then fail to make available materials on which he may exercise this power, and with which he may gratify this desire, is very much like sending the same pupil hungry, but with his digestive organs unimpaired, to a bare table or an empty pantry. Text-book instruction is not an end in itself. Unless it points the way to the treasures of history, literature, art, and science, and furnishes the key to these repositories

of human thought and effort, it fails to serve its highest purpose as one of the most widely recognized and probably the most important, excepting the teacher, of the various school agencies.

The child-study movement, which is comparatively new, and which owes its origin and progress largely to the Herbartian philosophy and psychology, is an educational phenomenon towards which school boards cannot afford to assume an attitude of indifference. Their attitude should be both encouraging and repressive—encouraging toward every thoughtful and legitimate effort to determine the physical, mental and moral status of the individual pupil, that the various approved educational forces may be directed to his advantage, but repressive toward useless and sentimental experiments for the demonstration of that which must be self-evident to any good teacher, which can add little, if anything, to the stature of a poor teacher, and which in many instances is worthless to any one even after demonstration. In many localities the school board may render a real service to the pupil by standing between him and those who seem to have become so interested in him as a laboratory specimen, that they have overlooked his sociological value, his relation to organized society in which he must appear sooner or later, if he lives, as a creative or a destructive factor.

It is doubtless true that no teacher can learn too much about the mind-content and the mind-action of his pupils. It is equally true, on the other hand, that no teacher can be a good teacher who does not strive continually to lead his pupils to discover the relation of the school activities to the greater world activities. Child-study is valuable in just the proportion that it determines the selection, and increases the effectiveness of proper educational agencies, and only such educational agencies are proper from the standpoint of the state as prepare the pupil for his political and social environment, and give him the capacity and the inclination to improve this environment.

There are other questions involved in the administration of local school affairs which boards are required to pass upon and which, like those that have been treated, should be considered invariably in their relation to the pupil. But the most important have doubtless been covered and enough said about them, perhaps, to make a little plainer the board's obligation to the pupil, and lead to a larger and clearer conception of what a board's stewardship implies, and demands, if its members are to be counted among the faithful servants of the state. The pupil is the central figure of our school system, but to the everlasting shame of school boards they have too often failed to see him. To be sure, they have built school houses for him, elected teachers and adopted text-books, but seldom, while doing it, have they been moved to contemplate seriously the real purpose and effect of their official action.

FREE TEXT BOOKS.

The founders of this government wisely saw that the perpetuity of our free institutions must rest most largely upon the solid foundation of an educated citizenship. Therefore they established the public school system when the country was in its infancy.

The chief benefit of the public school system is that free tuition is furnished to all classes, which in itself is a nursery of republican democracy. Anything that will lead to the betterment of the public school system has my indorsement, and believing that free text books will benefit the system, I therefore advance it. If the idea be true that free text books ought not to be furnished to the children of parents who are able to pay for them, then, by parity of reasoning, it is also true that free tuition ought not to be furnished to such children. But the framers of the school system saw clearly the danger of the acceptance of such a theory. They knew that if the children of Jones,

who earns \$5,000 a year, were to be denied admission to the public schools on the ground of his ability to pay for private tuition, the children of Robinson, who earns but \$800.00, would refuse to attend schools set apart for "poor children." They therefore establish a school system where the children of rich and poor, of cultured and uncultured, of native and alien parentage, meet on equal footing.



JOHN H. BRADISH,
Treas. New York State Association
of School Boards.

The sacred doctrine "all men are born free and equal and endowed with certain inalienable rights" is practically illustrated in the rooms and on the play grounds of the public schools and, in the matter of tuition, free schools. To make them free schools in the full sense of the term all paraphernalia necessary to an education should be furnished free to all. If it is right to provide the school houses and school furniture free of cost, it certainly is right to furnish the tools necessary for the use of the pupils.

During the month of April of the present year I had the pleasure of being the representative of the AMERICAN SCHOOL BOARD JOURNAL at the convention of Associated School Boards of Minnesota, which was held at Northfield. The following resolution was adopted by the convention: "We believe that the free text-book system is one of the grandest moves in the right direction of the nineteenth century." In that convention sat the brightest members of boards of education of the state. A number of school superintendents were present and they also sanctioned the adoption of the resolution.

There is every reason why boards of education should introduce the free text book system, as the advantages of the system are apparent.

Reports show that wherever the system has been adopted there has been an immediate increase in the attendance. It prolongs school attendance, as poor children remain in school longer, continue into higher grades, and into the high school, because they are relieved of the expense of buying text books, which greatly increase in cost as the grades advance. It saves time at the beginning of the school term, as there is no delay on account of pupils not having their books. Under the private ownership plan children are often delayed weeks in getting their books because their parents are unable at the particular time to purchase them. It is much cheaper for boards of education to buy and own the text books, because they are bought in large quantities and at wholesale rates, making a saving of from forty to fifty per cent. in the cost over the private ownership plan. The books are used in succession by pupils until worn out. The pupils take good care of the books because they are obliged to pay for any damage done. The average life of books is found to be about as follows: Primary, first and second grades, two years; intermediate, from three to four years; and high school, five years. It secures a better classification of pupils.

When a pupil is promoted there is no delay for the books. He at once begins his work in the advanced grade. Under the private ownership plan a pupil enters a certain grade and in a



THOS. B. LOVELL, A. M.,
Prin. Niagara Falls High School,
Niagara Falls, N. Y.
Who delivered the address of
welcome.

few months is fit to be promoted, but the parents are unable or unwilling to bear the increased expense and the pupil is compelled to remain a whole term in a grade through which he could have gone in three months.

Better text books would be used in our schools, because more attention would be given to their selection. Under the private ownership plan a poor book is often allowed to remain in use a long time against the good judgment of all concerned, because of the burden of expense the change would bring upon the parents who could ill afford to bear it. By disinfecting the text books at certain periods contagious diseases will not be contracted. Compulsory education laws could be better enforced. Under the private ownership plan the compulsory laws are in many cases nullified by the neglect and inability of parents to provide books. Lack of books soon cause children to become disinterested and are a menace to the good discipline of the school.

Many cities furnish free text books to poor children, and in some cities private funds have been established for such a purpose, but is it not very disagreeable and humiliating for children nowadays to be compelled to admit that their parents are too poor to pay for their school books? Under the free text book system the providing of books would not be considered a charity any more than the school houses, blackboards, desks, fuel, all of which are supplied without a thought of its being a charity. Free text books and supplies is the last link in the chain of our magnificent free school system. It makes education free and places every child on the same footing as regards educational advantages.

It is true that the taxpayer who has no children to educate may seem to be legislated against, but what is for the greatest good of the greatest number should always prevail. Then, besides, a little sum directly contributed by taxation is laying that solid foundation of an educated citizenship which will perpetuate our free institutions forever, and the loyalty of our childless taxpayers will pay the additional sum with gratitude, for he can rightfully look upon the thousands of school children as his children.

It is my candid opinion that every American child should be educated from the kindergarten through high school at public expense, as I hold the public is benefited thereby.

The free text book system is not a new fad. It has a history which proves this fact. I find that the free text book system has always been in vogue in the city of Bristol, R. I. Philadelphia adopted the system fifty years ago, and the larger cities in Pennsylvania, New York, New Jersey, and Vermont from twenty-five to forty years ago. The first permissive or local option law on this subject was passed in 1873 and the first compulsory law in 1884.

The states which have adopted a permissive law are: Connecticut, 1886; Colorado and Wisconsin, 1887; Maryland, 1888; Michigan, 1889; South Dakota, 1890; Minnesota, 1893; Ohio, 1894; and North Dakota, 1895. The states which have adopted a compulsory law are: Massachusetts, 1884; Maine and New Hampshire, 1889; Delaware and Nebraska, 1891; Pennsylvania, Rhode Island, and Idaho, 1893; New Jersey and Vermont, 1894.

In New York State, without any law, free text books are furnished in New York City, Brooklyn, Buffalo, Syracuse, and some twenty smaller cities without any laws; St. Louis furnishes them in the four lowest grades, and Washington, D. C., to all but high school pupils. Out of twenty-eight cities in the United States, with more than 100,000 population, the system has been adopted by the following seventeen: New York, Brooklyn, Philadelphia, St. Louis, Boston, Baltimore, Buffalo, Pittsburgh, Washington, Detroit, Newark, Minneapolis, Jersey City, Omaha, Providence, Denver, and Allegheny.

Of the fourteen cities between 65,000 and 100,000 population, the system has been adopted by the

following nine: Syracuse, Worcester, Toledo, New Haven, Paterson, Lowell, Scranton, Fall River, and Cambridge.

Of the forty-two cities with a population of over 65,000, twenty-six, with a total population of 10,814,000, have adopted free text books. The twenty-six which have not adopted them have a total population of 7,473,277.

The free text book system is popular wherever it has been adopted, as the following sentiment shows:

Superintendent Luckey, of Pittsburg, Pa.: "There are no words in Webster's strong enough to use in endorsing free text-books."

Superintendent W. E. Robinson, of Detroit, Mich.: "It is much cheaper, can be handled more expeditiously and satisfactorily."

Superintendent Brooks, of Philadelphia: "The matter is an absolute necessity in a large city, if we would educate our population."

Dr. M. A. Newell, State Superintendent of Maryland: "Free text books would add ten per cent. to the number of scholars, and twenty-five per cent. to the efficiency of the schools."

Superintendent Powell, of Washington, D. C.: "Everything used by the pupil in school is furnished free, below the high school. The money is appropriated by Congress, as are all school funds of the District of Columbia. The plan has worked exceedingly well and has increased the attendance, and reduced the friction of running the schools."

Superintendent Edwin P. Seaver, of Boston, Mass.: "All supplies used in the public schools of this city are provided free of direct expense to the pupils or to their parents or guardians, and the money used in paying for these supplies is raised by general taxation. The practice has been in use for twelve years and it works admirably. No one would think of returning to the old practice of the parents and guardians paying for each scholar's books and other articles used in the public schools."

The free education of every child is an American idea. Let us maintain our noble system of public education in all its vigor and purity, be the cost what it may, for it is the very corner-stone and foundation of the liberties and prosperity of our people.

WILLIAM L. PIEFLOW.

SUPPLIES AND EQUIPMENT.

Great Falls, Mont. The E. F. Weber Co. secured the contract of furnishing the blackboards for the new high school.

Kaukauna, Wis. The new \$25,000 school house to be erected will be equipped with the Olmsted blackboard. The architects are Orff & Joralemon of Minneapolis.

Brooklyn, N. Y. Board received a proposition from the Knickerbocker Fire Extinguisher Co., to furnish fire extinguishers at \$13.50 per dozen.

Detroit, Mich. The mayor has vetoed a resolution passed by the board of education to purchase hard coal for the central high school, holding that the hard coal trust should not be patronized and that other coal would do just as well.

Tiffin, O. The board of education furnishes tablets for use in the schools, since slates and sponges have been abolished.

Boston, Mass. Members of Bookbinders' Union No. 16, are advocating the proposition that all school books used in the public schools shall be bound in union binderies.

Muskegon, Mich. The Standard School Furnishing Co., of Chicago, has been awarded the contract for putting blackboards in the new school building, using the Olmsted composition.

The Standard School Furnishing Co., of Chicago, is entering upon its second year. The first has been a most auspicious one for the new company. Messrs. Beckly and Kaltenbrun, who are active spirits in the same, are young men whose experience in the school supply line equips them well for this

business. The company has recently secured important contracts for their Olmsted black-boarding at New Orleans, Indianapolis, and several other important cities. The Olmsted black board is also specified in the new Columbia college now in the course of erection in New York city.

It is claimed for the Auto-Pneumatic Time System, which has been introduced into a number of schools, and which is manufactured by the Pneumatic Clock Co., 505-6 Chamber of Commerce, Chicago, that it does away with all winding and repairing of clocks.

Fred. Frick, the program clock manufacturer of Waynesboro, Pa., is making extensive arrangements to meet the demands for his system this year.

The Educational Co., 216 Clark St., Chicago, continues to have a large demand for their map and object drawing instruments. Some 42,000 schools have adopted the method.

The Blodgett electric signal clock system is now in successful use in a large number of the schools in the Eastern states. It is manufactured by Blodgett Bros. & Co., Boston.

The Daugherty typewriter, which has won such a high reputation, is manufactured at Kittanning, Pa., by the Daugherty Typewriter Co. The increased demand for typewriters in educational work has caused a close inspection and severe test of many machines. The Daugherty is among the leading machines of the day.

Peckham, Little & Co., the well known educational publishers and school supply firm, has removed its New York City quarters from Reade street to 43-45 East Twelfth street, where they have larger quarters for their stock and offices. This firm has been steadily growing and the enlargement was a necessity.

The Dixon Pencil Company of Jersey City, N. J., which met with a serious fire sometime ago, is in good running order again and filling orders as promptly as usual.

The city of Xenia, O., adopted free text books this last fall. Prof. Cox, superintendent, went to Tiffin, O., another free text book place, to get information how to operate the new plan. The first thing Prof. Snyder, superintendent, said, was, "You will want to order at once the Holden book covers and repairing material, in order to keep the books in good condition." He then went to Springfield, O., and Supt. Boggess made the same remark, as both places have found the "Holden System for Preserving Books" to be a great saving in the wear and tear of their text-books. So that now every book owned by the city of Xenia, is covered with the "Holden Perfect Book Cover."

New York City. Eagle Pencil Co. has moved to its new, elegant and spacious quarters, at 377-379 Broadway, where special facilities have been made to receive their patrons, and special offices arranged so that when they come they can make their headquarters there while in the city. The very latest and most modern conveniences have been instituted, so that all the facilities, comforts, and even luxuries are obtainable. They will be pleased to receive all friends.

The city of Lockport, N. Y., adopted free text books this last summer, and adopted the "Holden System for Preserving Books," consisting of the Holden patent book covers and repairing material, manufactured by the Holden Patent Book Cover Co., Springfield, Mass.

The W. A. Choate Co., 24 State Street, Albany, general school supply furnishers, make a specialty of Tarr's noiseless blackboard pointer and Gifford's air-tight ink-well.

FOR SALE.—Blackboard manufacturing business, including formula for making the acknowledged best liquid slating on the market; also list of customers. To a party with nominal capital an extensive and very profitable business could be made. Thorough investigation requested; good reasons for selling. Address Bart S. Roberts, 1833 Taylor St., Philadelphia, Pa.

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The Dow Wire Works Co., of Louisville, Ky. has invited Bruce, babies, canary and office cat to take a slide through the Kirker Bender Escape. Thanks; we accept. Knowing the construction of the serviceable device and its utility for school houses, we do not hesitate to avail ourselves of the pleasure. The Kirker Bender Escape has been ordered placed on a number of the best school houses in the state of New York.

Binghamton, N. Y. The school board has decided to purchase scales to weigh the coal it buys. The board wishes to remove all temptation from the path of those who supply it with fuel.

Newark, N. J., adopted W. & A. K. Johnston's Wall Maps, and Olcott's Wool Felt Erasers.

J. M. Olcott has the W. & A. K. Johnston Wall Map and American Globes on list in New York city.

Louisiana, Mo., purchased blackboards for new school from the Standard School Furniture Co., using the Olmsted art slate; also New Glarus, Wis., New Castle, Pa.; Twenty-third ward, Pittsburg.

Middlesborough, Ky. The board of education has purchased thermometers from F. Wagner, Cincinnati, O.

Dunbar, Pa. At a recent meeting of the board of education a representative from the Central School Supply Co., of Chicago, was present and held the board spellbound for an hour with a long dissertation upon the advantages to be derived from the adoption of relief maps which he wished to introduce into the township schools, samples of which he displayed.

Titusville, Pa. The school board has voted to place telephones in all the school buildings.

Peplin, Mo. The board of education has under consideration the subject of placing telephones in the school buildings.

Walden, N. Y. Considerable agitation has been going on over the matter of abolishing the blackboards now in use in the public schools. It is held that blackboards affect the eyesight.

A number of school buildings in different localities were closed for several days during the past month owing to the cold weather. In some instances the heating system was deficient while in others the janitors failed to meet their duties. Zero weather is usually a good test of a heating system, but the man in charge must give special attention during extreme cold weather.

SCHOOL FURNITURE.

Boston. The Bobrick School Furniture Co. has extended its trade to the West considerably during the past year.

L. F. Stillman, who represents Randolph McNutt in the state of New York, is a member of the school board at Cortland, N. Y.

Binghamton, N. Y. A contest arose here over the veneer and the solid school desk. A veneer desk was offered by the Cleveland School Furniture Co. at a price lower than the solid desk presented by the U. S. School Furniture Co. The school board awarded the contract to the former, but the mayor vetoed the action. Veto was sustained.

Newport, R. I. The school desk contract, to furnish 350 Bobrick desks and chairs for the new Cary school, was awarded to the A. C. Titus Co.

Harrisburg, Pa. Thomas Kane & Co., Racine, Wis., through their state agent, has been awarded the contract for seating the civil service examination room in the U. S. court house and postoffice at Harrisburg, Pa. A shipment of 150 pieces is now being placed in this room and, without reserve, the goods do great credit to the company manufacturing them.

Chicago. Labor unions have filed protests with the board of education against the award of a contract for school desks to the Wabash Church & School Furniture Co.

Harlan P. French, who has won laurels as the founder and manager of the Albany Teachers' Agency, was at one time connected with the school furniture business. In 1873 the Sterling School Furniture Co. was organized at Sterling, Ill. The president of the company was a Mr. Frank T. June, of Chicago. The secretary and manager was A. A. Tyrell. Mr. French opened an Eastern office at Albany for this company. It was the first attempt at selling school furniture made in the West in the Eastern market and proved a success. Soon thereafter A. H. Andrews and the Mich-

igan School Furniture Co., of Northville, Mich., opened Eastern offices.

Grand Forks, N. D. School desk contract was awarded to the U. S. School Furniture Co.

Dubuque, Ia. Board of education ordered school desks purchased from the U. S. School Furniture Co.

Binghamton, N. Y. Desks manufactured by the U. S. School Furniture Co. were ordered purchased by the board of education.

Brooklyn, N. Y. The U. S. School Furniture Co. was successful in securing the school desk contract.

Benton Harbor, Mich. School desk contract went to the U. S. School Furniture Co.

Trenton, Mo. School desks have been purchased from the U. S. School Furniture Co.

Warrensburg, Mo. The new school building is equipped with desks manufactured by the U. S. School Furniture Co.

Chattanooga, Tenn. After an interesting contest for the school desk contract it was awarded to the U. S. School Furniture Co.

Wilkinsburg, Pa. Desks manufactured by the U. S. School Furniture Co. have been selected to be placed in the new school building.

Norwich, N. Y. The U. S. School Furniture Co. was awarded the contract to furnish all desks needed for the present year.

Jamaica, N. Y. School desk contract was awarded to the U. S. School Furniture Co.

Harrisburg, Pa. The new school building will be equipped with desks manufactured by the U. S. School Furniture Co.

Washington, Pa. School desks have been ordered purchased from the U. S. School Furniture Co.

Hamilton, O. The U. S. School Furniture Co. was awarded the desk contract.

Cedar Rapids, Ia. The school board, after a long controversy, finally decided to purchase desks from the U. S. School Furniture Co.

Chicago. A lively school desk contest has been waging here for a month or more. The contract for the year's supply of school desks was awarded to the Grand Rapids Seating Co., of Grand Rapids, Mich. The E. H. Stafford Co., of Muskegon, Mich., believing that its bid, which was lower, should have secured the award entered a protest and finally served an injunction against the board.

Cincinnati, O. Contract to furnish the new sixth district school was awarded to the Robert Mitchell Furniture Co., of Cincinnati, at \$3,600.

Colchester, Conn. E. F. Bunyan has been appointed general agent for the Chandler adjustable desk.

An article appeared in the columns of last month's SCHOOL BOARD JOURNAL to the effect that the Chandler Adjustable Chair & Desk Company, of Boston, have brought an infringement suit against the Bobrick School Furniture Company, also of Boston. It now appears that the information was premature, and that no legal action has as yet been instituted. Mr. G. A. Bobrick claims that there are no grounds upon which a suit of this kind could be maintained. In fact, he holds his patents ante date those of the Chandler people. The two companies are well known in the Eastern states and do an extensive business.



WM. M. IRISH,
Chairman Executive Committee, N. Y. State Ass'n of School Boards,
Olean, N. Y.

OUR PRIZE OFFER.

A PRIZE OFFER THAT IS AN OFFER INDEED.

The SCHOOL BOARD JOURNAL has for many years refrained from offering prizes. First, because prize offers by the daily press have not proven in many cases to be satisfactory. Second, because it has been difficult to select an article or articles that would prove suitable as well as acceptable to the educational public.

After careful study, and giving the matter thorough consideration, we have finally hit upon a plan by which we think the teacher or instructor will derive a great deal of benefit.

We have long recognized the importance of the Magic or Optical Lantern as an appliance of great merit in instruction. Many of the states in the Union have adopted it as a means of education, and it is rapidly forcing itself into the school houses all over this country of ours, therefore it occurred to us that one of these lanterns would be the correct thing to offer.

We have made arrangements with J. B. Colt & Co., of New York City, makers of undoubtedly the best lantern for school purposes, whereby we can make the following offer to our readers:

For the best article on the "Use of the Optical or Magic Lantern" in the schools and other institutions of learning, embodying studies which could be profitably illustrated with a lantern, we will give: The choice of any one of the lanterns which will be illustrated from month to month in these columns, and which range in price from \$25 to \$100.

The contest will be open for six months, and the best articles will appear in the AMERICAN SCHOOL BOARD JOURNAL from month to month. There are no special conditions; anyone who teaches a school may compete for the prize, which will be sent free to the one sending the very best article to the editor of the AMERICAN SCHOOL BOARD JOURNAL, 3 to 5 West Eighteenth street, New York City.

AN OPEN LETTER.

CRIMINAL COURT, COOK COUNTY, ILL.
CHICAGO, Nov. 20, 1896.

Pneumatic Clock Co.

505 Chamber of Commerce Co.,

Gentlemen:—Your system of clocks now in use in the Criminal Court Building works to perfection. I have watched it daily and have no hesitation in pronouncing it a perfect time-keeper in every sense of the word, and congratulate you on your success.

Yours respectfully,

GEO. H. WADE,
Chief Engineer.

Among the school house fires of the month are the high school at Little Falls, Minn., loss \$30,000; school at Paw Paw, Ill., \$12,000; Eau Claire, Wis., \$6,000; Poneto, Ind., \$25,000; Stout Manual Training School, Menomonie, Wis., loss \$100,000.

Hornellsville, N. Y. Two female candidates for members of the board of education were elected recently by 400 majority. All the women in the town turned out to help their sisters, and carryalls and carriages were employed to get the women to vote.

Reading, Pa. Public announcement is made that an effort will be instigated at spring election to secure membership for women in the school board.

Jacob Agne, Jr., of Utica, N. Y., whose advertisement appears in this issue, is the architect of the new Academy in that city an illustration of which appeared in these columns recently. This structure has attracted a great deal of attention and is among the best school buildings in New York state.

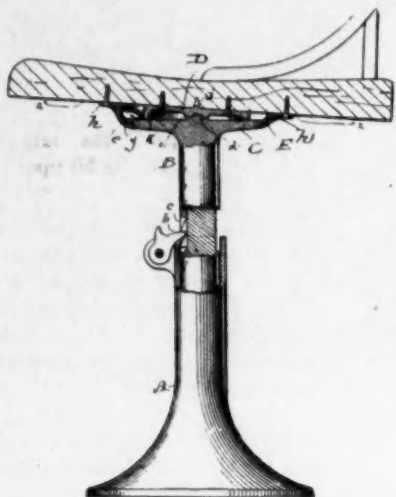
TEACHER: Thomas, how is it that James can say his alphabet so much better than you can; he never misses a letter?

THOMAS: He oughtn't to, 'cause his father's postman.

RECENT PATENTS

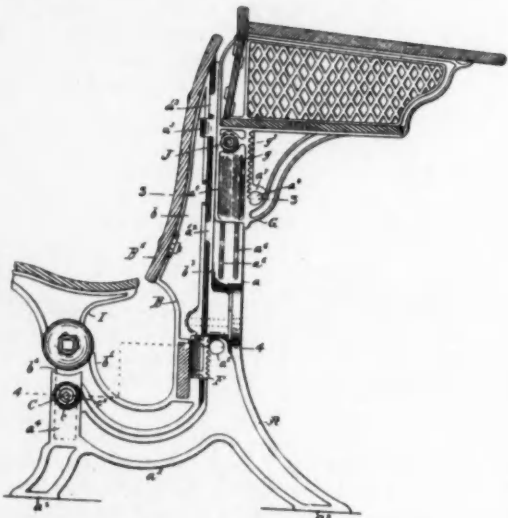
IN SCHOOL SUPPLIES AND EQUIPMENT.

SCHOOL SEAT. William C. Hood, Racine, Wis., assignor to the Racine Hardware Company, same place.



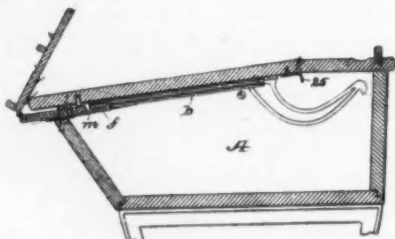
A standard having a beveled edge horizontal enlargement at its upper end provided with a radial stop, a disk having central pivotal connection with the standard enlargement as well as a depending annular flange of gradually-increasing depth in bearing contact with the same, and a stay-ring that encircles said standard enlargement and has a circumferential recess engaged by the aforesaid stop to be thereby limited in the matter of rotary play, the ring and disk being for rigid connection with the under side of a seat.

ADJUSTABLE SCHOOL FURNITURE. William F. Spieth, Cleveland, Ohio, assignor to the Cleveland School Furniture Company, same place.



In adjustable furniture the combination of two side standards A A, each of which includes (1) an upwardly-extended part a on the front edge of which a guiding-channel is formed, and in which a vertical slot is formed extending through it from front to back, and (2) a forwardly-extended part a', with two combined supports B B for seat and back, each of which includes (1) the upwardly-extended part b' of which the rear edge lies in said guiding channel, and (2) a forwardly-extended part b' which is provided with a leg b₂ on the under side, means for connecting said leg and the parts a of the standards, and set screws which pass through the slots in part a of the standards and screw into the supports.

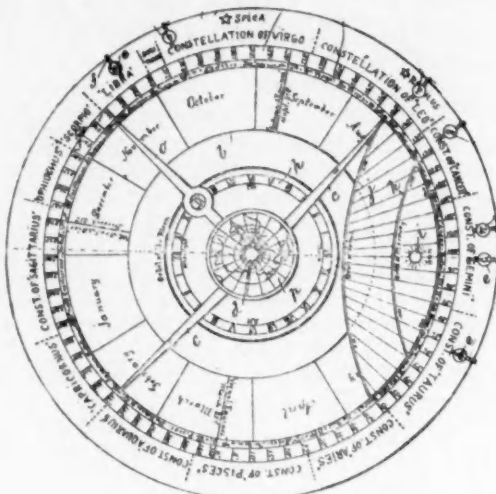
BOOK-REST FOR SCHOOL-DESKS, TABLES, ETC. Chas. F. Haynes, Boston, Mass.



The combination with a desk-top, table, or the like, of a sliding leaf mounted thereunder and comprising two parts or members hinged together at their adjacent edges: the outer member of the leaf having a flat upper face to rest against,

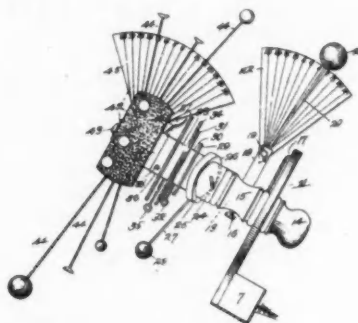
and in adjustable sliding contact with the front edge of said desk or table top, when said member is swung up into its operative position; whereby when the leaf is drawn out, the outer member thereof may be adjusted at any desired angle by simply moving the inner leaf member a slight distance in or out.

ZODIACAL CHART. Josua Lindahl, Chicago, Ill., and Caleb Lindahl, National Military Home, Los Angeles Co., Cal.



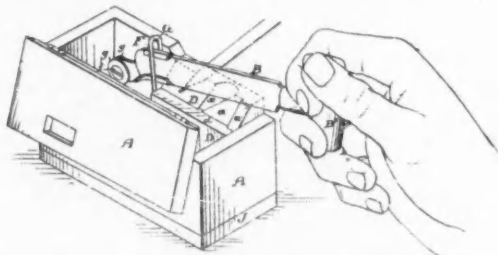
In a zodiac chart, the combination of two disks a, b, of different sizes pivoted together centrally, the smaller one upon or in front of the other and representing the relative positions of the earth and sun, and provided with a dial of terrestrial time, the other provided with representations of the signs of the zodiac, a dial of celestial longitude and the months of the year, and a set of detachable tags to be fastened to it to represent the positions of the various planets.

PLANETARIUM. James M. Chaney, Independence, Mo.



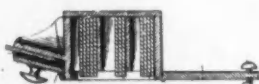
A planetarium, comprising a standard, a quadrant hereon, a shaft coupled to said standard, a collar thereon, and adapted to be set to an angle to the horizon corresponding to the latitude of the place of observation, and a representation of the sun arranged to turn with said collar and adjustable in a plane at right angles to its rotatable movement.

PENCIL SHARPENER. Thomas Waring, Camden, N. J.



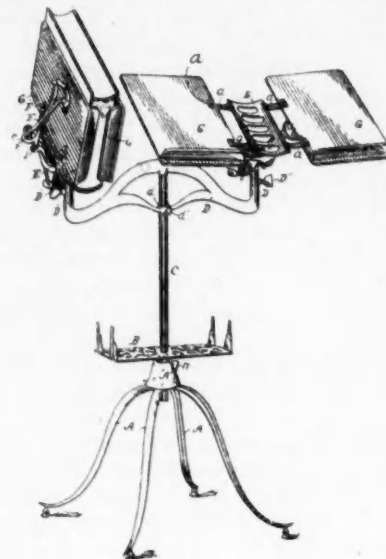
A pencil-sharpening device consisting of a box or receptacle having a table or bed for the support of the pencil, and a pivoted paring knife having a loose pivot joint whereby a certain amount of lateral freedom of the knife is permitted.

EDUCATIONAL APPLIANCE. Heinrich Eckhardt, Toledo, Ohio.



In an educational appliance, the combination of a case having side extensions projecting above its top, said top provided with a transverse groove, a supporting plate extending across the top of the case from a medial point of one side extension to a corresponding point of the other extension, said plate being located back of the groove, and adapted to serve as a back support for character-blocks, and a slide of substantially the length of the back supporting-plate, said slide adapted to fit movably within the groove.

BOOK HOLDER. Maurice E. Blood, Kalamazoo, Mich.



In a book-holder, the legs, A, A; the bell, A', to engage the upper ends of said legs on its interior surface; a corrugated, elastic metal wedge, N, driven between the legs inside the bell to hold the same securely by the elastic force of the wedge for wedging the legs apart against the bell.

AMONG BOARDS OF EDUCATION.

Six school directors of Blythe township, Schuylkill county, Pa., Michael Brennan, James Kerna, Martin Delaney, Joseph Clemens, Michael Whalen, and Michael Conroy, have publicly pleaded guilty to the charge of embezzling school funds. They voted orders on the school treasury for goods never bought and then divided the money. They bunced the teachers out of \$100 by advising them not to go to the county institute and then the directors divided the pay for institute week among themselves. The board also hired a room for their monthly meetings. In paying the rent they raised the amount \$30 and divided it, each taking \$5. At one time they voted \$300 for a fictitious bill and each took \$50. They have not yet been sentenced.

Laconia, N. H. A member of the board of education is said to be liable to arrest for not sending his own children to school.

Sioux City, Ia. The board of education has expressed their disapproval of the elaborate receptions and entertainments which a number of the high school classes have given in the past and has passed following resolution: "Resolved, That this board heartily approves of all efforts on the part of the faculty and the pupils to make all class receptions and other high school entertainments be conducted in as simple and inexpensive a manner as possible."

LEGAL.

Harrisburg, Pa. Judge McPherson has handed down a decision in which he holds that a school board has a right to make vaccination compulsory as a requisite to school attendance.

Salem, O. The board of education was deadlocked over the election of a superintendent. The county commissioners stepped in and appointed a man at an annual salary of \$1,700. The dissenting members of the board carried the case into court, and the judge in his decision affirmed the action of the county commissioners.

The supreme court of Iowa has decided that boards of education must retain sufficient money on hand in the contingent fund to meet the ordinary running expenses of the schools.

Utica, Mich. The board of education some eighteen months ago annulled the then superintendent's contract holding that he had no legal certificate. The discharged superintendent brought suit for his wages. The case went to the supreme court and a decision has been rendered in favor of the board of education.

FINANCE AND BUILDING.

Toledo, O. The board of education has adopted a resolution to the effect that Toledo labor be employed and home material used only in the construction of the new high school.

Philadelphia, Pa. A recently passed ordinance, restricting the contractors on city buildings to the employment of American citizens will apply to school structures, and a copy of the ordinance has already been sent to the board of education.

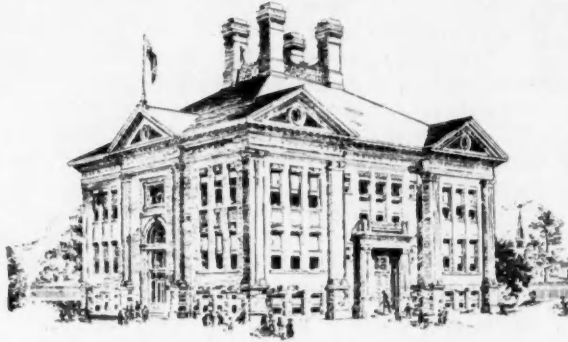
Kankakee, Ia. The school board is considerably aroused over the fact that a school bond for \$2,500 and dated 1867 has turned up and been presented for payment.

Trenton, N. J. The state superintendent of schools in his annual report shows the average cost per pupil, calculated on the total school census, to be \$9.59. The average cost per pupil calculated on the enrolled attendance, \$14.40. The average cost calculated by the average attendance, \$22.96.

Cleveland, O. The decision of Director of Law, Norton, that the school council has no right to insert a clause in contracts providing for the employment of union men on new school structures has stirred up the workingmen of the city. It is now urged by the unions to abolish the contract system altogether, and in the future if the school council wants any work done they shall employ workmen direct and without the intervention of a contractor.

The people of the state of Texas voted down a proposed amendment to the state constitution, authorizing the purchase by the school commissioners of farms to let to the state for convict labor.

Warren, R. I. The board has fixed the salary of the principal of the night school at \$1.50 per night, and that of assistants \$1 per night.



★ NEW BECK STREET SCHOOL,
NINE ROOMS, COST \$22,000. COLUMBUS, O.



NEW EIGHTEENTH WARD SCHOOL,
NEW YORK CITY.



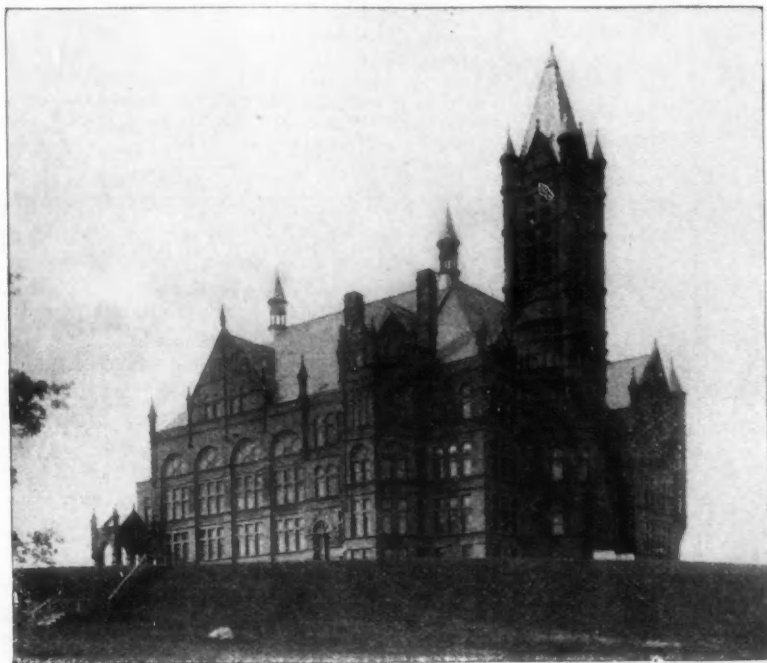
★ NEW SCHOOL NO. 110, FLATBUSH,
BROOKLYN, N. Y.



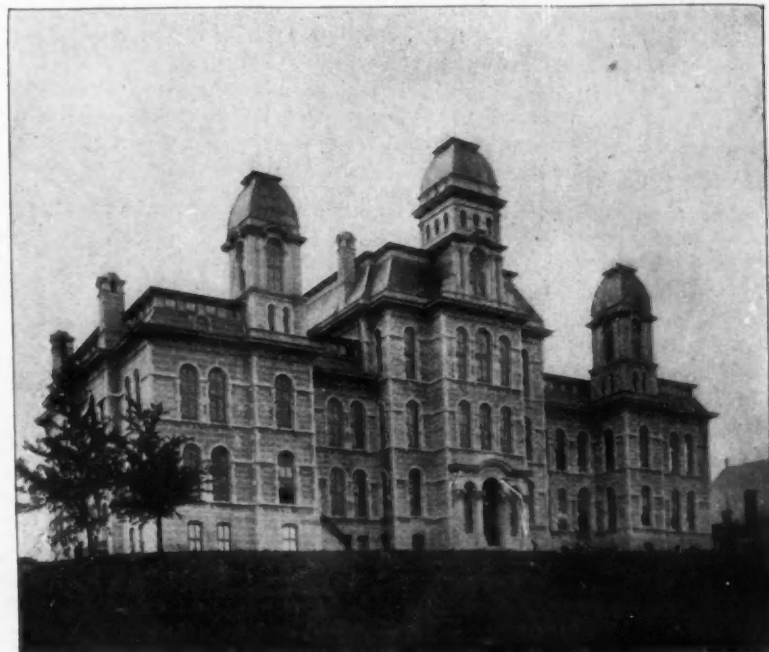
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NEW YORK CITY.



JOHN CROUSE MEMORIAL COLLEGE,
SYRACUSE, N. Y.



HALL OF LANGUAGES, SYRACUSE UNIVERSITY,
SYRACUSE, N. Y.

Iowa City, Ia. The board's statistical report shows that the average compensation paid to male teachers during last year was \$93.33½ per month, and that of females \$49.86.

Anamosa, Ia. The board acceded to the request of the superintendent to allow the pay of teachers during their absence to attend the Northwestern Iowa Teachers' Association.

Newark, N. J. Salary of superintendent has been fixed at \$4,000 a year.

New York City pays its policemen \$1,400 a year firemen \$1,200, street sweepers \$720, and its school teachers \$504.

Omaha, Neb. Superintendent Pearse, in his report to the board of education declares against any reduction in the salaries of teachers.

Albany, N. Y. A peculiar feature of the statistics in the annual report of the state superintendent of public instruction is, that notwithstanding an increase in school expenditure, the average salary paid teachers has decreased \$8.16 in the city, to \$1.35 in the country districts.

Scranton, Pa. The salaries of night school teachers has been fixed as follows: Principals who have had three years' experience teaching night schools, to be paid \$35 per month; principals who have had five years' experience teaching day schools, \$32 per month; assistants with three years' experience in night schools, \$28 per month; assistants with five years' experience in day schools, \$26 per month; assistants with less experience than above stated, to be paid \$25 per month.

Minneapolis, Minn. Night school principals are paid \$2 per night and teachers \$1.75 per night.

Oakland, Cal. Board fixed the salary of the census marshal for next year at \$5 per day.

A TALE OF THE PULLMAN STRIKE.

BY A BOOK MAN.

Some time in the night the whirring wheels came to a rest. The Pintsch gas burned low, the heavy breathing of the cattle-man in the corner berth could be heard above and between the intermittent blasts of wind that swayed the car as though it were a cradle which Mother Nature jogged incessantly to soothe her tired children. Daylight found the Pullman car Gladiolus side-tracked in a lonely place near the foot-hills, with no trace of other rolling-stock in sight. On this glorious day of American Independence, A.D., 1894, another chapter of the "Conflict Between Capital and Labor" was being written in sanguinary characters, whose speech was the crack of repeating rifles and whose lines were the red-hot skeletons of freight cars from which incendiary flames had consumed the flesh.

Altogether we were not a melancholy party that held a council of war in the smoking-room that morning. Nor, when four of us were appointed a committee on subsistence and climbed aboard a hand car to "pump" it to a little hamlet twelve miles away for provisions, did we concern ourselves with the equities of the conflict nor debate the probability of executive interference—as the frightened prairie dogs along the right of way could testify.

For five days we ate canned goods and played whist—disputative whist,—in which the cattle-man took the most prominent part. He was old and ponderously fleshy. The boys nicknamed him Blucher because he continually plunged his puffy hands into his vest pockets for whist authority with which to reinforce his abominable leads and returns.

"Wait Till Blucher Brings Up His Brigades," is the inscription on a pewter spoon sent me by Mockridge as a souvenir of the occasion.

During one of those days of the Commune, when we shared our possessions with one another, my match-safe lay open on the window ledge. It was a miniature figure of Atlas, from whose brawny shoulders the agate globe that originally rested there had long been missing. I explained how it was given me as a Christmas present, years ago, and how, on the evening of my first appearance before a board of education, I had dropped it in the corridor of a hotel in pulling my room key from my pocket, and had not observed the loss of the globe till the following day. Strange to say, my only opponent in that adoption, an experienced agent who had everything apparently in his favor, was not present at the meeting that night, and I gained a victory for my house in the most hollow manner.

When I had finished, an elderly gentleman opposite drew from his pocket a leather case from which he took the identical agate globe that had been missing so long. He placed it again on the shoulders of the waiting Atlas, picked the brass pin that represented the poles of the globe from the bottom of the leather case and fastened it in place.

Turning to me, he said, "I owe you a debt which will be difficult for me to repay. I was your opponent on that occasion. I had taken dinner with the president of the board of education that evening and had returned by way of the hotel to get a few samples and my proposition. It was late, and as I walked hurriedly down the corridor toward my room, I stepped on something that rolled under my foot and I was thrown violently to the floor. When I attempted to rise I found my right foot seemingly paralyzed. The outcome was that I spent three weeks in a hospital while the dislocated ankle was mending. A friend picked up this object near where I fell and brought it to me as the probable cause of my accident. During those three weeks I decided on a change of occupation which has proved so congenial that I consider the agate globe and the broken ankle as the most fortunate episode of my life."

As he extended his card I saw there the name of my old rival, now president of a great watch manufacturing company, celebrated on two continents and famous as authority for correct time wherever railroads run.

VAN BIBBER.

SCHOOL LAW.

In New York state a law went into effect on the first of January with reference to the employment of teachers. After this date only teachers of three years' experience, graduates of a normal school, or of a teachers' training class are eligible for a position in any of the public schools.

Carlisle, Pa. Judge Biddle has refused to mandamus the school board to admit a colored boy to the high school in violation of its own rule.

NEW RULES AND REGULATIONS.

Grand Rapids, Mich. The board prohibits dancing in the high school building.

Oakland, Cal. Board will compel vaccination. Pomeroy, O. The board has prohibited foot ball on school grounds.

Stevens Point, Wis. The board will hereafter require ironclad contracts with teachers compelling them to do duty for a full year.

Alliance, O. The board has issued an order prohibiting all show companies from employing school children to distribute advertising matter.

Osage City, Kas. The board has forbidden teachers to dance.

AMONG BOARDS OF EDUCATION.

The following have recently been elected presidents of school boards. New York city, Chas. B. Hubbell; Boston, Henry D. Huggan; Philadelphia, Simon Gratz.

A. Noel Blakeman, president of the board of education, Mount Vernon, N. Y., is the chief of staff of the inaugural parade which takes place at Washington on March 4th.

HARVARD SUMMER SCHOOL.

The Harvard Summer School offers attractions to Western teachers with which no other summer schools can compete, for, besides gaining the Harvard methods and having six weeks of very thorough instruction, students can visit the historic places which are within such easy reach of Cambridge. Boston is within a short street car ride. Concord and Lexington can be visited during an afternoon's drive, while Salem and Marblehead on the North, and Plymouth on the South are just far enough away for a day's excursion. Few places are so rich in historic associations.

A TRIP TO EUROPE.

A European excursion, offering particular advantages to the teacher and student, will sail about July 1st for a nine weeks tour in the Old World. Sailing will be via the St. Lawrence river and gulf (The Short Sea Route) on the magnificent New Dominion Line, Canada. The Canadian Pacific and Wabasha R. R. are organizing it.

Write W. A. Pratt, Colorado Springs, Col., for full itinerary.

The city of Louisville celebrated the first annual memorial exercises in remembrance of their philanthropic Nicholas Finzer. Prof. W. H. Bartholomew, the prominent educator, who is known far and wide throughout the United States, delivered the principal address.

The Albany Teachers' Agency, of Albany, N. Y., have issued a handsome, illustrated pamphlet, the cover page of which contains a fine portrait of Hon. Charles R. Skinner, state superintendent of New York.

A WONDERFUL ADVANCE IN MANDOLIN MAKING.

The new 1897 Washburn Mandolin is creating a perfect furor among artists and amateurs. It is so far ahead of any mandolin ever heretofore constructed that it never fails to awaken the most enthusiastic encomiums, and expressions of surprise mingle with the praise, for the new Washburn Mandolin fairly oversteps the line of expectation, and with its rich, mellow tone marks out a field of its own. How the makers of the Washburn achieved this triumph is an interesting story. It seems that a year ago they began a series of experiments, having in view the production of a mandolin tone finer than anything the world had yet heard. First, all the experts in the employ were called upon for ideas and designs. Then, having gotten a special studio, filled with plans and models, invitations were sent out to prominent mandolin players, teachers, and connoisseurs to assist in the work. Expense was not spared. Some of the most valuable ideas came from the great mandolin soloists—such men as Tomaso, Shaeffer, Wells, Best, Sutorius, Hazen, Bouton, Turney, Page, etc., etc., and it is hardly too much to say that nearly all the available mandolin talent of the country contributed something to the new 1897 Washburn Model Mandolin. So to-day it stands upon a pinnacle—raising a new standard of mandolin excellence. For the time it has been before the public its sales are phenomenal. A beautiful new catalogue (fully illustrated) telling more about this mandolin and also giving full particulars of the 1897 models of Washburn guitars, banjos, and zithers, may be had by addressing Lyon & Healy, Chicago.

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University Publishing Company,

43-47 East Tenth Street, New York.

Boston: 352 Washington Street.

New Orleans: 714-716 Canal Street.

A TREASURE FOR TEACHERS.

A teacher writes the following: Reading over the advertisements of the SCHOOL BOARD JOURNAL some weeks ago I was induced, from what other teachers said of it, to send for "The Great Round World," and I have found in it such a valuable school room aid that I wish to tell other teachers of it.

It does not appear to me that teachers as a rule appreciate the necessity of having some fixed time in the humdrum life of the school room to which the children look forward with eagerness and which, when it arrives, will not only interest but instruct the pupils. I appreciate it now, and I appreciate, too, that it is as important and more interesting to teacher and scholar to hear something of to-day's history, rather than of the past.

Few scholars know of the important events of the world as they occur, and it is in telling them of occurrences of moment in their own simple language that "The Great Round World" finds its mission. Let me take for instance the last number that is before me. I open at the first pages and find there a brief description of congress, the appearance of its branches, its duties and its methods of work, and the departments of the government, so vividly yet clearly written and so interesting throughout that when I read it to my scholars I could feel that they were learning more about the actual government of our country than I had ever taught them.

Next I find the Cuban war taken up again and its progress and effects graphically told; an article on the process of election of the president and vice president of the United States; another on the effects of the Japan-China war on each country; an interesting review of the present status of the Turkish question; the proposed present to Ambassador Bayard and why he could not accept it; England's new trouble



M. S. SANFORD,
President Board of Education,
Geneva, N. Y.
Mem. Ex. Com. State Ass'n.



LEWIS B. HALL,
Chairman Com. on Legislation,
of the School Board Ass'n of
New York, Albany, N. Y.



J. PHIL. BANNIGAN,
Clerk of Board of Education,
and Corresponding Sec'y of N. Y.
State School Board Ass'n,
Utica, N. Y.



HON. A. NOEL BLAKEMAN,
President School Board,
Mount Vernon, N. Y.
Mem. Com. on Leg. State Ass'n.



FRANK H. WOOD,
Representative from
Chatham, N. Y.

in India and something of that curious country; and under "Invention and Discovery" the story of how a diamond is made.

All these make up several pages for several days reading, and I really became so interested that I forgot my scholars and came to myself to find them as deeply interested as I, and as I concluded each article and laid aside my new-found treasure they came back to the actualities of their places and a wave of sighs told how the spell was broken.

Could any teacher ask more than that? And accompanying it all was the knowledge that every scholar under my charge could go to his home and talk over with his elders the actual happenings that are now modeling the history of the world.

I do not know, dear Editor, but that you will think I am outside the line permitted in "Letters to the Editor" and am encroaching on the advertising field. If so, I cannot complain, but having found a diamond in the rough I wish to tell my co-workers where they too can find one.

The Big Four Route offers unequaled facilities from all points in the West and Northwest to reach Indianapolis, Ind., for the Superintendents' mid-winter session.

C. A. Scott & Co., proprietors of the Bridge Teachers' Agencies, Boston and Chicago, have recently removed their Boston office into new and enlarged quarters at 2A Beacon street. Mr. Frank E. Parlin, for several years superintendent of schools at Natick and Needham, Mass., is now associated with Mr. Scott in the management of the Boston office. Mr. Henry S. Bullen continues in charge of the Chicago office. This firm has now connected with the management of both its Boston and Chicago offices, men who have had considerable experience as school superintendents, which fact will bring the house increased business.



FOUNDERS OF THE NEW YORK STATE ASSOCIATION OF SCHOOL BOARDS.



Jucundum nihil est, nisi quod reficit varietas.—Lord Bacon.

[Believing that the school book representatives as a class are not only capable of appreciating a good thing, but also providing the same for the delectation of others, the Round Table remains a permanent feature of the SCHOOL BOARD JOURNAL. From the nature of the case, the material must be drawn almost entirely from the lives and experiences of the book men, and the editor will be glad to receive contributions from all such sources.]

Heman P. Smith, manager of the H. P. Smith Publishing Co., of New York, is the Past Commander of U. S. Grant Post, No. 527, G. A. R. At a recent installation celebration he won honors for the manner in which he delivered the charge of office and administered the obligations to the new officers.

E. R. Smith, formerly with Ginn & Co., has accepted a position with D. C. Heath & Co., Chicago. He will do work in several of the Northwestern states.

Great changes have taken place in school book circles recently in New York City. This month sees many movings and the tendency of the school book publishers is to go further up town. Where a few years ago the firms were quartered in the vicinity of Bond street, they are now migrating northward so fast that Twenty-third street and Madison square will in a short time be the stamping ground of the fraternity. Leach, Shewell & Sanborn have left their old building on Fifth avenue and now occupy sunny quarters on Sixteenth street. Maynard, Merrill & Co. have gone from Tenth street to Nineteenth street. Here they have much larger offices and better facilities in every way. Silver, Burdett & Co. have moved their offices on Union square to the same building on Nineteenth street with Maynard, Merrill & Co.

The University Publishing Co. is casting about for a place, being dissatisfied with their Tenth street quarters. Major Patton, the president, says he has not as yet found any place fine enough to suit Dawson.

The genial Mr. Pulcifer, D. C. Heath & Co's New York manager, has announced that Fourteenth street is not quite aristocratic enough for him nowadays, and that his firm will move the first of May. They have not decided where to go but it will be undoubtedly in the vicinity of Madison square.

The Prang Educational Co. will also go into new quarters before warm weather starts in.

H. P. Smith, who started in business for himself on October first last, has been remarkably successful. His readiness to do favors in the past and his general affability have served him well and now every superintendent stands ready to give Smith a lift.



W. H. DUCKER,
West. M'g'r Leach, Shewell & Sanborn,
Chicago.

Rand, McNally & Co. are laying pipes for a vigorous campaign and have secured the veteran school book agent, P. B. Hulse, for their New York office. They promise to produce a full line of school books before long.

Geo. Beattys, of Silver, Burdett & Co's New York office, is in bad health this winter and is

not able to pursue his friends with his old time vigor.

Mr. T. H. Kimpton, of Leach, Shewell & Sanborn has been incapacitated for work for the past month. He hopes to begin active operations soon. Mr. Kimpton has been ailing for the past three months but has kept at work until compelled to take rest.

Among the bookmen who attended the Convention of the New York State Association of School Boards were the following: American Book Co.: J. A. Greene, New York; H. W. Childs, Syracuse; E. S. Packer, Albany; Col. C. M. Ewans, Buffalo; Geo. Fenton, Broad Albiu; Mr. Kneeland, Rochester. Ginn & Co.: Geo. A. Plympton, New York; E. W. Newton, Boston; J. F. Rich, Batavia; J. W. Adams, Albany. D. C. Heath & Co.: E. W. Pulcifer, New York; A. D. Perkins, Syracuse, and Mr. Kendall. Maynard, Merrill & Co.: E. S. Harris, New York; E. A. Winchell, Syracuse. Silver, Burdett & Co.: Frank Beattys, New York; A. W. Hobson, Rochester. G. & C. Merriam Co.: K. N. Washburn, Springfield, Mass; W. H. Maddock, Syracuse. Milton Bradley & Co.: E. W. Cummings, Springfield. C. W. Bardeen: G. Curvin, Syracuse.

J. S. Adams covers two-thirds of the Eastern portion of New York state for Ginn & Co. He makes his headquarters at Albany. Mr. Adams is still a young man but well equipped in experience to follow the book business. He is a successful man.

W. A. Hobson, one of the New York state representatives of Silver, Burdett & Co. was married on Christmas day. "Hobson's choice" was Miss Florence Harris, a highly talented and beautiful young lady of East Machias, Maine. Mr. Hobson was formerly connected with the Chicago office of Silver, Burdett & Co.

Jarrett W. Davis resigned his position as manager of the San Francisco office of the Educational Publishing Co. last May. He has now come to Chicago and again accepted a position with the Western office of the Educational Publishing Co. as special agent.

Chas. A. Sibley, who served as the manager of Leach, Shewell & Sanborn, at their Chicago office for some years, has purchased an interest in that firm and will hereafter be active at the Boston office. The change went into effect January 1. Mr. Sibley said little to his friends about the matter, and in consequence the announcement came in the form of a surprise. His Chicago friends wanted to tender him a farewell dinner but he was gone before the caterer could be consulted.

Mr. Sibley will be succeeded by W. H. Ducker, a young giant in the Western book field, who also becomes a member of the firm, having amply demonstrated his ability as a bookman as well as fine tact and judgment to equip him as a manager.



C. A. SIBLEY,
Leach, Shewell & Sanborn,
Boston.

Ira T. Eaton, who has been connected with the Werner School Book Co. for some time, becomes



IRA T. EATON,
Western Mgr. Morse Co.,
Chicago.

Western manager of the Morse Co., with offices at corner Dearborn and Van Buren streets, Chicago. Mr. Eaton is a well known book man, full of energy and ability. The Morse Co. is the successor to the New Century Educational Co. The officers are Ebenezer Butterick, president; Jerome E. Morse, vice-president and treasurer; Abner W. Pollard, director; Albert G. Morse, secretary. The home offices are located

at 59 Fifth avenue, New York City. The company is backed by a capital of \$400,000, has a good list of books, which will be added to from time to time.

Chas. J. Barnes, Western manager of the American Book Co., Chicago, suffered a severe loss by fire last month. His home, including one of the most valuable private libraries in this country, was consumed. An electric wire became ignited and caused the calamity. The fire broke out in the night and the inmates of the house were obliged to flee for safety, with the thermometer fifteen below zero. Mr. Barnes was in New York at the time.

Robert Foresman, who served as the Western manager for Silver, Burdett & Co., at Chicago, has retired from this position and is now engaged in making arrangements to publish a series of new music books. Mr. Foresman has always been exceptionally strong in educational music literature, and entertained definite views of his own on the subject. His successor in the firm of Silver, Burdett & Co. has not yet been named. Mr. O. S. Cook, an experienced educational publisher, who has been with the firm for many years is at present in charge of the management.



ROBERT FORESMAN,
Chicago.

HIT THE OTHER WAY.

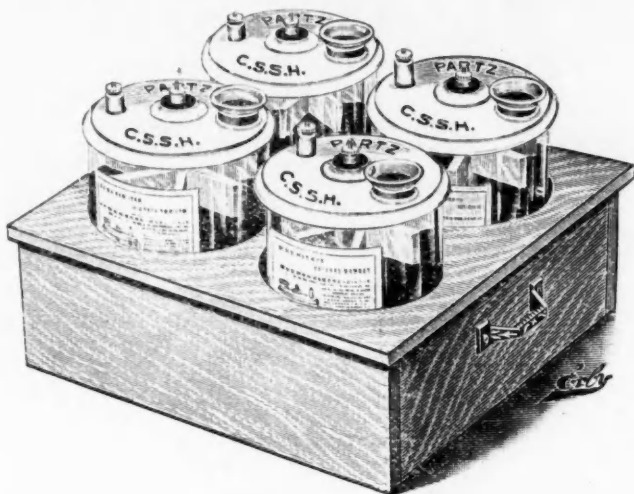
During the recent educational meeting held at Niagara Falls last month, W. H. Maddock, of the G. & C. Merriam Co., E. L. Cummings, of the Milton Bradley Co., Mr. Winchell, of Maynard, Merrill & Co., and the editor of this journal strolled out one morning to view the Falls and its surrounding scenery. The editor, who had on former occasions observed Maddock's fine sense of humor, concluded that a joke on the dictionary man would add to the spirit of the occasion. The scribe chuckled to himself as he reviewed the plan.

He hailed one of the numerous cabmen who hang around everywhere near the world's watery wonder and asked him to kindly take this man Maddock over to Goat Island, that he had a fondness for goats and wanted to see them all.

"Not on your life," said Maddock, and then the hackmen began to groan in a full chorus. They now pointed their fingers to the scribe and with a "ma-ha-ha," imitating the sound of a goat, kept up the shouting and laughter until the party had faded from sight. The laugh was decidedly on our would-be joker, the scribe.

Maddock was so pleased that he went back to the hackmen and divided a box of cigars with them. Cummings and Winchell are laughing yet.

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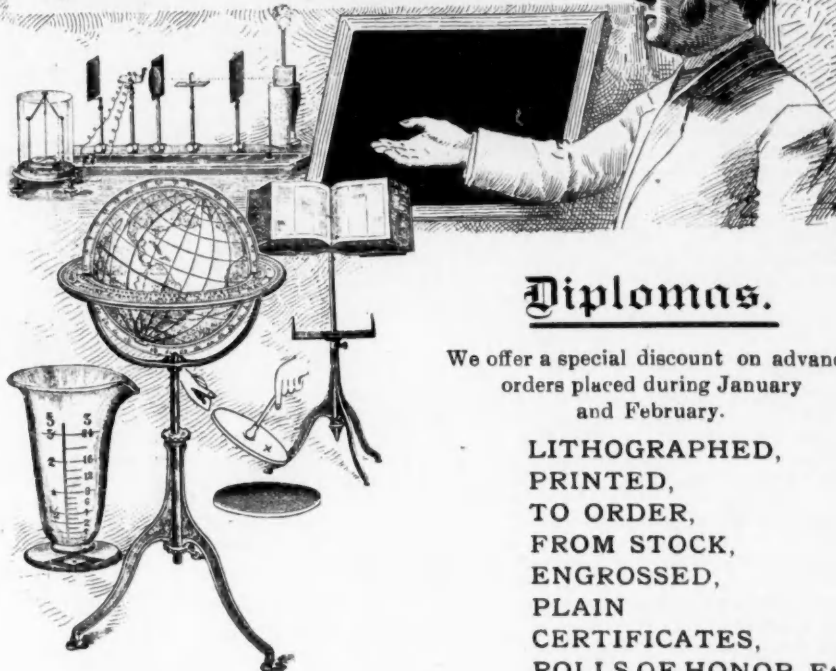


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ESTABLISHED 1889.

CHICAGO, U. S. A.

BOOK REVIEWS.

EASY EXPERIMENTS IN PHYSICS. Preston Smith. The Morse Co., New York. Price 60c.

Mr. Preston Smith, of the state normal school, Fitchburg, Mass., concluding that most books on experimental physics are too difficult for young pupils has published "Easy Experiments in Physics." This little book is intended for the intermediate and grammar grades, and seems well suited to that purpose. The apparatus required is very inexpensive and many of the experiments could be performed at home on that account. The apparatus required is mentioned, certain directions follow, and finally a set of questions is given in connection with each experiment to help pupils make complete records. The book has a blank page opposite each printed page for recording results.

G. A. C.

TENNYSON'S THE PRINCESS. Edited with notes and an introduction by George Edward Woodberry. A.B. Longmans' English Classics. Published by Longmans, Green & Co., New York and London.

The introduction to this work, which is well written, is followed by suggestions to teachers and a carefully prepared chronological table. The foot notes follow the poem throughout and give greater light to its story.

SHAKESPEARE'S MACBETH. Edited with notes and an introduction by John Matthews Manly. Ph.D. Longmans' English Classics. Published by Longmans, Green & Co., New York and London.

This school edition of Macbeth deserves mention for the careful preparation of the notes and the comprehensive introduction. It forms a good addition to the Longmans' series.

THE WERNER BIOGRAPHICAL BOOKLETS. The story of Daniel Webster and the story of Benjamin Franklin. Published by the Werner School Book Co., Chicago, New York. Price 10c. each.

These booklets should be hailed with a Eureka. Year after year we have felt that the little ones were being neglected in this line of choice and suitable books. There is no better way to enlist the pupil's interest and love for reading, history in particular, than by placing before him the examples of great men. The author's prime motive, undoubtedly, is to foster a spirit of patriotism, by placing before our young folks examples worthy of imitation. They are also designed as supplementary reading in primary grades. We are also glad to announce to the public that the publishers will enlarge on the present series from month to month, by publishing two booklets each month. These booklets are neatly bound; the material used is of the very

best; and the typography is plain and large. Parents and guardians of the young who desire to create in their wards a wholesome relish for good literature, should take advantage of just such literature as is here offered at such reasonable rates.

F. L.

PICTURES IN LANGUAGE WORK. By E. W. Weaver. Published by C. W. Bardeen, Syracuse, N. Y. Cloth; 16mo., 110 pp. Price 50c.

The author has, in a great measure, solved that knotty question of language teaching. Language and reading are akin to each other. Both are the expression of ideas, and not the mere pronunciation of words. This being well understood, we may be led to appreciate this book, whose main object is to make composition writing easy and practical by means of pictures. These pictures for class-work are of great variety, including those for simple descriptions, and those for fuller descriptions, subjects for stories, historical subjects, etc. The chief merit of this book lies not in its choice collections of pictures, but in its adaptability to all grades of the common schools. The method to be pursued in each grade is fully explained. By this method a strong imagination, which gives to airy nothing "a local habitation and a name" will be aroused. By having this composition exercise precede the reading, thoughtlessness in the latter will gradually be eradicated and better results produced.

F. L.

STUDIES IN ENGLISH CLASSICS.—Shakespeare's The Tempest, and A Midsummer Night's Dream. Edited with notes by Homer B. Sprague, A.M., Ph.D. With suggestions and plans for study, etc. Published by Silver, Burdett & Co., Boston, New York, Chicago. Price 48c. per copy.

All nations of every tongue unite in proclaiming the glories of Shakespeare. He yields the palm to none. It were a useless task to say anything new that has not been said of the great English bard. It should be our earnest endeavor to see to it that this gem of English literature shall be placed in a suitable casket and that it be not mutilated by misprints. Prof. Sprague has gotten out an exceptionally fine edition of Shakespeare, among which are to be found, The Tempest, and A Midsummer Night's Dream. They are especially adapted to the wants of teachers and students, but many others may find them useful. The volumes are bound in flexible cloth binding, and the material used is the best. The print is good, the letters large. The general make-up—the shell and kernel, all go to make these volumes attractive. The notes are copious, and may be adapted to the various needs of the reader. They also contain critical comments on Shakespeare's works by the geniuses of past

and present times. The appendix has a special topic on how to study English literature, which is invaluable to any student of literary inclinations. There are many editions of Shakespeare abroad, but, *ceteris paribus*, none is so handy, none so cheap, none which have come so directly from the source, as the edition given to the literary world by Prof. Sprague.

F. L.

THE FIRST GREEK BOOK. By John Williams White, Ph.D., LL.D. Published by Ginn & Co., Boston, New York, and Chicago.

The First Greek Book is designed as an easy introduction to Xenophon's Anabasis. The author has made this book briefer than the ordinary elementary Greek text-book. Nothing but the fundamental facts of Greek grammar are given. This is as it should be, for the young beginner, not harassed by those stumbling-blocks called exceptions, will speed away on his Grecian course, until he is ready to follow Xenophon in his Advance and Retreat of the Ten Thousand, so vividly described in his Anabasis. Though this book be elementary in nature, still in the appendix will be found abundant material, which may be used according to the teacher's needs and preference. The vocabularies, consisting of Greek-English and English-Greek vocabularies, are as complete as the nature of the book will permit. The First Greek Book is beautifully and artistically illustrated by means of maps and pictures of forgotten lore, thereby arousing the pupil's imagination and giving to that expedition of the Greeks, "a local habitation and a name."

F. L.

SUGGESTIONS FOR KINDERGARTEN WORK. By Marion Strickland. Published by C. W. Bardeen, Syracuse, N. Y. Price 50c.

This little book gives a full history of the founder, aims, methods, and benefits of the kindergarten. The author asserts (and she is *una e pluribus*) that "no more time be wasted on straightening the old trees, but all be spent guarding the young twigs." For the children are not only the hope of the nation, but they are the coming nation. The remainder of the book is devoted to lesson work for the months of September, October, and November. As the outline of the work is merely a monthly suggestion, the author has deemed it advisable to let each kindergarten fill out her own daily program. The chief aim is to show that a systematic combination of the gifts and occupations with the science in season must bring logical and definite results.

F. L.

A HISTORY OF THE UNITED STATES. By Wm. A. Mowry, A.M., Ph.D., and Arthur May Mowry, A.M. Octavo, Cloth; 466 pp., \$1.04. Silver, Burdett & Co.

We cannot have too many good histories of the United

School Board Journal

States. It is one of the most profitable and interesting subjects for study in the schools, or for reading in our homes. The subject is here presented in a wonderfully attractive manner, and as fully as can be done in a book of its size. The earlier and later discoveries and explorations, the settlements, the character and purposes of the settlers, the customs of the Indians are given concisely. The space assigned to each of the different periods is judicious. The events are narrated with special pains to tell the exact truth. The arrangement of paragraphs and the succession of subjects are such as to afford an admirable view of passing events. Biographical sketches, sketches of states, inventions, and important matters not embodied in the history are given in side notes. After each period is a chronological table of important events. The numerous maps and illustrations are excellent. An interesting feature is the "evolution of the flag." The appendix contains the declaration of independence, the constitution, selections from Washington's farewell address, some of Lincoln's addresses, and an account of how Dr. Whitman saved Oregon. Altogether, it is an admirable history.

HANDBOOK OF PRACTICAL GEOGRAPHY, for Teachers and Pupils. By J. W. Traeger, A.M., Principal Irving school, Chicago. Designed to accompany Yaggy's Geographical Portfolio. Published by the Century School Supply Co., Chicago.

The value of charts for the teaching of geography is no longer doubted. The Yaggy charts are among the most popular. The handbook, which is designed to accompany the charts, is more complete than books of this kind are expected to be. It is a geographical reader as well—and an interesting one at that. The author has succeeded in presenting a fund of valuable information, aptly selected for the purpose designed, on all countries, their inhabitants, climate, and social conditions, etc. In the preparation of this work he wisely drew into requisition such prominent educators and authorities on geographical study, as Col. Francis W. Parker, Supt. Chas. B. Gilbert, Alexander E. Frye, Albert G. Lane, and others. The book contains 286 pages, in clear and readable type, and is handsomely, as well as durably bound.

BIBLE SELECTIONS. Arranged by Sylvanus Stall, D. D. Cloth; 686 pp., \$1. Funk & Wagnalls Co., New York.

Three hundred sixty-five readings from the Old and New Testaments for daily devotion in the family and for opening exercises in school. They contain history, poetry, and prophecy. Selections from the four gospels are so arranged as to make one continuous narrative. From beginning to end the selections have been made with excellent judgment.

PLANE GEOMETRY. By Geo. D. Pettie, B. A. Cloth, leather back; 253 pp. Introductory price 75c. Silver, Burdett & Co.

The author is instructor in Phillips Andover Academy. His success as a teacher is indicated by the fact that of nearly one thousand students who have received their training by Mr. Pettie's method, less than four per cent. have failed to pass their examination for admission to college at their first attempt. His success is due to the method by which the students have been taught. The method is that of clear, concise demonstrations, and so presenting the propositions, illustrated by diagrams, that the learners will quickly gain a clear conception of the relations of the parts of the figures. The steps in the demonstrations are rendered concise by the use of short symbols and signs, and are more quickly and clearly seen than when given in longer verbal statements. Original exercises follow almost every proposition. Many problems in construction are given, and problems to be worked out by means of logarithms is explained, and a table added. A number of sets of college examination questions are given. The methods presented in this book will be suggestive and helpful to any teacher of geometry.

PHYSICAL LABORATORY MANUAL. By Chas. F. Adams, A. M., Detroit Central High School. Cloth; 183 pp., 75c. Werner School Book Co.

This manual, designed for use in secondary schools, is the outgrowth of several years' experience in teaching. Quality rather than quantity or work done is the end aimed at. Accuracy is the first consideration. The experiments are not so numerous as in many similar books, but these are deemed important. Directions are specific and minute. Illustrations of apparatus are good and some valuable tables are given in the appendix. The book is substantially made.

CORNELIUS NEPOS; HANNIBAL CATO, ATTICUS. Edited by A. H. Allcroft, M. A., Oxon., and W. F. Mason, M. A., London. Flexible cloth; 68 pp., 25c. Hinds & Noble, No. 4 Cooper Institute, New York.

A convenient little handbook in the Preceptors' series. It contains only the three lives indicated in the title, and no vocabulary. The special merit consists in the care with which the text has been edited, the critical and suggestive notes, and the index of proper names.

THE PHONETIC READER. By Chas. W. Deane, Ph. D. Cloth; 165 pp. The Morse Co., New York.

A mastery of words is a first requisite in reading. This book makes phonics the basis of word getting. The simple sounds, illustrated by representations of the sources of the sounds, are gradually combined into words, and the words into the sentence, which is the unit of thought expression. They are fine reproductions of the famous paintings. It is an attractive book for beginners.

THE MORSE SPELLER. By Samuel T. Dutton, superintendent of Schools, Brooklyn, Mass. Cloth; 148 pp. The Morse Co., New York.

Not a spelling-book made up of columns of unconnected words, but a book of selections, scientific and literary, which are to be used as dictation exercises in spelling. The principle is, that words should be taught as used in connection with other words expressing some thought, instead of being taught as detached and conveying no meaning. As a review there are lists of words to be used in the construction of sentences.

A HANDBOOK OF ENGLISH HISTORY. By M. J. Guest. Revised and adapted by Francis H. Underwood, A. M. Cloth; 614 pp. The Macmillan Company.

The author lectured on grammar and literature before the College for Men and Women in London. Naturally, topics in history frequently came up for consideration. The interest in these subjects increased until it resulted in a course of lectures by Mr. Guest on English history. These lectures were written in a free and familiar style. For his material the lecturer did not depend on recent writers but went back to the early chronicles and other original sources. He had ample resources at his command. He took his hearers with him in these frequent excursions in English past, quoting freely from his authorities, and representing vividly the scenes that he brings before him. These lectures were not in a form suitable for a text book. But the material was so valuable as to justify a revision, in part a re-writing. The writer was a loyal Englishman, proud of the customs and institutions of his country. The revision has been done from the standpoint of the democracy of this country. In this revision the freshness of the original has been, so far as possible, retained, making a very entertaining, and, it is believed, a reliable history of England.

SECOND YEAR IN FRENCH, by L. C. Syms. Published by the American Book Company. New York, Chicago, Cincinnati.

The author of this book evidently does not believe that American pupils can intuitively acquire a knowledge of the essential and most practical rules of French grammar. Hence, special stress is laid upon the study of verbs. Yet the claims of reading and conversation are not forgotten. Each lesson contains a selection for reading. While these selections are varied in subject and style, each one illustrates the main grammatical points of its own lesson and serves as a theme for conversation.

Incomplete French sentences where dashes are to be filled with suitable words, questions in French upon the themes, rules given in both French and English, form other desirable features. Taken all in all, "Second Year in French" is apparently a happy compromise between two systems.

C. H. L.

AN ELEMENTARY FRENCH GRAMMAR. By Charles P. DuCrocquet. Publishers, Wm. R. Jenkins, New York City.

The word "elementary" marks the aim and scope of this book. Many exercises, the essentials of grammar, characterize part first; few exercises, a systematic review of the grammar, characterize part second. The disconnected sentences in the exercises suggest a revival of the plan successfully followed by Manesca and Fasquelle.

C. H. L.

INITIATORY FRENCH READINGS. By Veteran. Publishers, Wm. R. Jenkins, New York.

Part first of these readings consists of short chapters on the geography, history, government, population of the United States. In part second, a French-American family take an extended trip through France. Letters, family talks, notes of travel, now tell us of the geography, history, manners, products, and people of France. Maps of the two countries, a vocabulary, are aids to the text. The familiar matters, the simple style, the absence of idioms, make this a distinctly easy reading book for beginners.

C. H. L.

Messrs. Leach, Shewell & Sanborn have in press, to be issued February first, a "Greek and Roman Mythology," by Prof. Karl P. Harrington, University of North Carolina, and Dr. Herbert C. Tolman, Vanderbilt University. It is designed as a handbook for teachers as well as a text-book for secondary schools and colleges.

Messrs. Leach, Shewell & Sanborn have in press, to be issued about March 1st, an "Introduction to American Literature," by Prof. F. V. N. Painter, Roanoke College, author of the popular "Introduction to English Literature." The book will adequately treat the leading American writers, and briefly a large number of minor writers. It will be embellished with portraits of sixteen of the greatest American authors.

BOOKS RECEIVED.

La Enseñanza Argentina, Revista Quincenal, Director Andres Perreyra, No. 1, 2, 3. Buenos Aires.

The Public Duty of Educated Men. By George William Curtis. Published by Maynard, Merrill & Co., New York City. Price 12c.

A Manual of Review and Test Problems in Algebra. By S. J. Peterson and L. F. Baldwin. Published by D. C. Heath & Co., Boston, Mass. Price 30c.

The Children's Third Reader. By Ellen M. Cyr. Published by Ginn & Co., Boston. Price 60c.

Immensee. By Theodore Storm. Published by the American Book Co., New York City. Price 25c.

An Essay on Robert Burns. By Thomas Carlyle. Published by American Book Co., New York City. Price 20c.

Racine Iphigenie. Edited by Benjamin Duryea Woodward, B. es L. Ph. D. Published by American Book Co., New York City. Price 60c.

Business Practice, or How Business is Done. Published by O. M. Powers, Chicago. Price \$1.

Easy Problems in the Principles of Arithmetic. By Elizabeth T. Mills. Published by Silver, Burdett & Co., New York City.

Old South Leaflets, No. 75. William Penn's Plan for the Peace of Europe. Published by the Directors of the Old South-work Old South Meeting-house, Boston.

Fragments from Fenelon, Concerning Education, Suggested by E. J. S. Published by Bonnell, Silver & Co., New York City. Price 50c.

Pitman's Phonographic Dictionary. By Sir Isaac Pitman. Published by Sir Isaac Pitman & Sons, New York City. Price \$1.50.

The Study of Type Forms and Its Value in Education. An address delivered before the Normal class of the art department, Pratt Institute, Brooklyn, June, 1896, by John S. Clark. Published by the Prang Educational Co., Boston, Mass.

Handbook of Practical Geography for Yaggy's Geographical Portfolio. Published by Century School Supply Co., Chicago.

MAGAZINES RECEIVED.

Christmas Lotus. Published by Hudson-Kimberly Publishing Co., Kansas City, Mo. Price 10c.

McClure's Magazine for January. Published by the S. S. McClure Co., New York. Price 10c.

Lippincott's Magazine for January. Published by J. B. Lippincott & Co., Philadelphia. Price 25c.

Educational Review for January. Published by Henry Holt & Co., New York. Price 35c.

The Arena for January. Published by the Arena Publishing Co., Boston. Price 25c.

The North American Review for January. Published in New York. Price 50c.

Monthly Illustrator and Home and Country for January. Published by the Monthly Illustrator Publishing Co., New York. Price 5c.

The Century Magazine for February. Published by the Century Publishing Co., New York. Price 35c.

Harper's Magazine for February. Published by Harper & Bro., New York. Price 35c.

The Forum for February. Published by the Forum Publishing Co., New York. Price 25c.

Review of Reviews for February. Published by the Review of Reviews Publishing Co., New York. Price 25c.

Scribner's Magazine for February. Published by Charles Scribner's Sons, New York. Price 25c.

Kindergarten News for February. Published by Milton Bradley Co., Springfield, Mass. Price 10c.

PUBLICATIONS.

Columbia University Bulletin, No. XV., December, 1896. Published for the Columbia University Press by the Macmillan Co., New York City.

Manual of the public Schools of the City of Chester, Pa., 1896.

Annual Report of the Board of Education of the City of Duluth, Minn., 1896.

Hand Book, Board of Education of the City of Duluth, Minn., 1896.

Board of Education, Annual Report, 1895-6. Los Angeles, California.

Fifty-Ninth Annual Report of the Superintendent of Public Instruction of the State of Michigan, with Accompanying Documents for the Year 1895.

Tenth Biennial Report of the Superintendent of Public Instruction of the State of Colorado, Dec., 1896.

Annual Report of the Board of Education of the City of Columbus, Ohio, for the School Year Ending Aug. 31, 1896.

Annual Report of the Board of Education of the City of Duluth, Minn., July 31, 1896.

Regents Bulletin, No. 36, September, 1896. Thirty-fourth University Convocation of the State of New York, June 24-26, 1896.

Addresses and Proceedings of the National Educational Association, for 1896, Buffalo, N. Y. Published by the Association.

List of Books, for Township Libraries of the State of Wisconsin. Prepared by the State Superintendent, July, 1896.

Madison, Wis.

Annual Report of the Public Schools, Columbus, Ga., 1896.

Annual Report Utica Public Schools, for Year Ending July 31, 1896.

MISCELLANEOUS.

Yellow Kid Schottische. Composed by Charles Baker. Published by the Union Mutual Music Co., New York City. Price 40c.

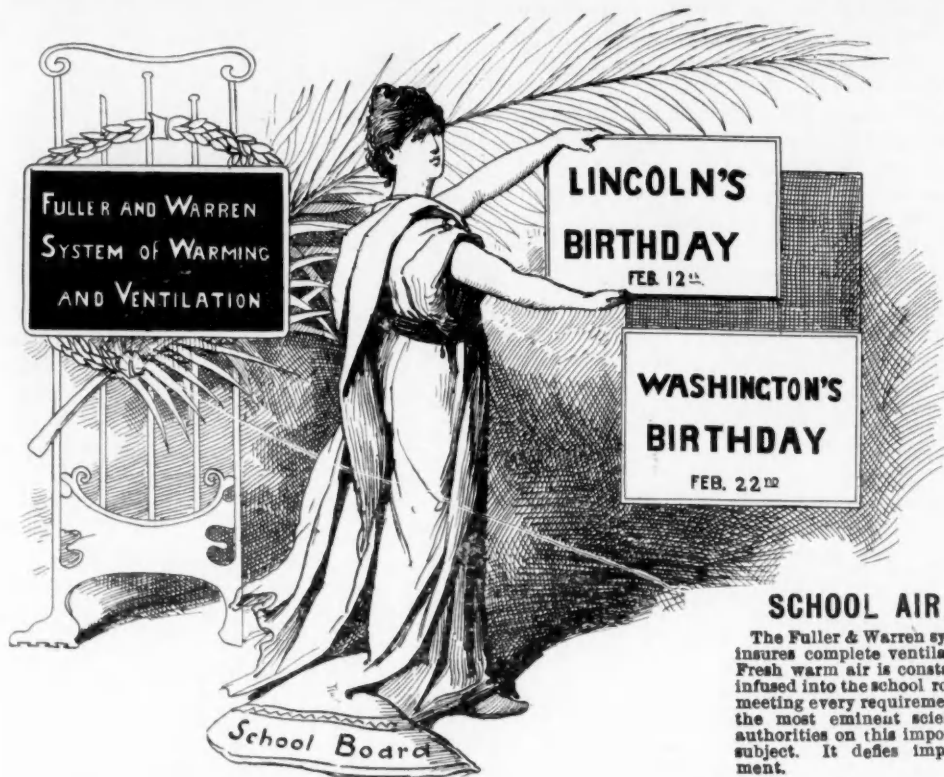
IMPROVED READING AND SPELLING BY THE POLLARD SYNTHETIC METHOD.

Comment of Supt. Frank E. Parlin, of Natick, Mass., in a letter of April, 1896:

"We are not asking what others think of the Pollard System. We have seen and therefore do know * * * It has been a great success with us."

In another column see advertisement of the Western Publishing House, Chicago, Ill.

SCHOOL HOUSE PATRIOTISM.



SCHOOL AIR.

The Fuller & Warren system insures complete ventilation. Fresh warm air is constantly infused into the school rooms, meeting every requirement of the most eminent scientific authorities on this important subject. It defies improvement.

The patriotism of a community can in no way be better expressed than in a well-built, well-equipped school building. This implies not only a well-arranged structure, but also one in which is found a warming and ventilating system that is serviceable and efficient.

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The Fuller & Warren system of Sanitary Cremating Closets and odorless Ventilated Slate Urinals are absolutely sanitary. They positively destroy every vestige of excreta. The entire system is separated from classroom ventilation and guaranteed to be entirely free from odor in the building.

For full particulars, information and catalogues referring to hundreds of buildings now equipped by us apply or address:

FULLER-WARREN CO., Milwaukee, Wis. COMMON SENSE WARMING AND VENTILATING CO., Dallas, Tex.

Fuller & Warren Warming and Ventilating Co. Chicago.

NEW SCHOOL BOOKS.

Messrs. Harper & Brothers have made a fine contribution to classical study in the publication of Harper's "Dictionary of Classical Literature and Antiquities," edited by Professor H. T. Peck, of Columbia University. Professor Charles E. Bennett, of Cornell University, says of it in the January *Educational Review*: "No reader can fail to recognize in it the labors of a true scholar, or to receive from it fresh help and fresh impulse for his own work. Professor Peck has earned the gratitude of classical teachers everywhere, and both editor and publishers are to be congratulated on rendering so solid a service to the cause of classical learning and education."

The book appeared last November and has already had a large sale. It is now published in a single volume, in cloth and leather bindings, but the publishers are preparing a two-volume edition in cloth binding, which will be ready shortly.

Phillips and Fisher's "Elements of Geometry" is another splendid contribution to the cause of education made by the Harpers. Besides being one of the most beautiful text books ever published in this country or elsewhere, it illustrates Solid Geometry in a manner never before attempted. The photographic reproduction of actual models is a happy invention and places this book far in advance of all other similar works. It has already been adopted for Yale, Cornell, Johns Hopkins, Boston University, Wesleyan (Middletown) Amherst, Bates, Berkeley School (New York), St. Paul's School (Concord), Hotchkiss School (Lakeville), and many other leading colleges and high schools. The volume containing the Plane Geometry separate was published the last week in December.

The interest aroused by the appearance a short

time since of Catharine Aiken's "Method of Mind Training," will probably be duplicated on the publication of Mary R. Alling-Aber's work entitled "An Experiment in Education; Also, the Ideas which Inspired It and which were Inspired by It." This is a most interesting account of some original methods in teaching adopted by Mrs. Alling-Aber, which were attended with some extraordinary results. If her work does not create something of a sensation and result in the shaking up of old-time educational methods, we are much mistaken. Messrs. Harpers have this work nearly ready and will doubtless be able to announce it some time during the current month. They expect to publish shortly, also, a revision of Smith's "Smaller Greece," by Mr. C. L. Brownson, Instructor in Greek in Yale University. Mr. Brownson has rewritten in part Dr. Smith's excellent little manual and revised it fully, making no attempt, however, to change the plan of the original work. He has sought especially to correct the inaccuracies of the old edition and to supply noteworthy omissions. The book has been set up in a larger type than the old edition and will appear with new illustrations and a new binding.

The "Theory of Physics" by Dr. Joseph S. Ames, of Johns Hopkins University, will be published within a few weeks. The author has divided his

subject into five books, treating of Mechanics and Properties of Matter, Sound, Heat, Electricity, and Magnetism, and Light, respectively. He gives a concise, logical statement of the fundamental experiments on which the science of Physics is based, and of their explanation, in terms of modern theories.

A widespread interest in the subject of Modern Greek has been aroused by the recent publication, also by the Harpers, of Stedman's "Modern Greek Mastery" and Jannaris's "English-Greek Dictionary." A movement is on foot in Europe to introduce the study of Modern Greek regularly into the curriculum of the leading universities, and there is little doubt but that these books will help to popularize the study in this country. Dr. Jannaris is also preparing a Greek-English Dictionary, but the date of its publication has not yet been announced.

FROM THE U. S. GOVERNMENT.

DEPARTMENT OF THE INTERIOR,
Washington, Sept. 2, 1896.

Densmore Typewriter Co., New York.

GENTLEMEN:—We have now in use in the Bureaus of this department nearly 125 Densmore machines. We have had no complaint from the users of them, hence we conclude they are giving entire satisfaction.

Respectfully,
(Signed) HIRAM BUCKINGHAM,
Custodian.



A. C. MERRYMAN,
President Board of Education,
Marinette, Wis.

Philadelphia. The board of education amended the by-laws and rules so as to provide for standing committees on music, compulsory education and cooking schools.

Indigestion

Horstford's Acid Phosphate

Is the most effective and agreeable remedy in existence for preventing indigestion, and relieving those diseases arising from a disordered stomach.

Dr. W. W. Gardner, Springfield, Mass., says: "I value it as an excellent preventive of indigestion, and a pleasant acidulated drink when properly diluted with water, and sweetened."

Descriptive pamphlet free on application to
Rumford Chemical Works, Providence, R. I.
Beware of Substitutes and Imitations.

For sale by all Druggists.



Juvenile Mistrust.

SCHOOL TEACHER: "Robert, you have been very naughty. (Sepulchraly.) Robert, do you know where all bad boys go to?"

ROBERT: "Yessum; but I ain't a goin' ter tell an' git licked fer swearin'."—Judge.

Signed and Sealed.

Lustige Blätter: Hermann Piefke was "kept in" after school hours for his want of proficiency in mental arithmetic. A note to that effect was given him to take home and bring back with his father's signature. The father is an honest tin plate worker and a strict disciplinarian. Hermann returned the note to his teacher with downcast eyes. It was signed as follows: "Read and walloped. C. Piefke."

TEACHERS OF PHYSICS

Can Aid Their Students by Having Them Read
HOME STUDY, an Elementary Journal for Students of
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Ventilation Civil Engineering Prospecting.
SAMPLE COPIES FREE. Address,
HOME STUDY, Box 1353 Scranton, Pa.

A Live Western Boy.

The teacher of a school in a Western town had occasion to rebuke one of his pupils, little Tommy Roundup, for laziness and neglecting to learn his lessons. He said to Tommy:

"If you don't learn your lessons better I'll call on your mother and tell her what sort of a boy you are."

"I wish you would try it, professor."

"You do?"

"Yes; pa is awfully jealous. He is laying with a shot-gun right now for a man who called on ma. I'll tell him what you said about calling to see ma, and I reckon you had better go and buy a lot in the cemetery, for pa is awful on the shoot."

Tommy has not yet told his pa, and he says he is not going to say a word about the matter as long as the professor lets him do as he pleases in school and gives him a quarter every Saturday afternoon for candy.

A Remarkably Good Boy.

MOTHER: How's this, sir? The teacher says you were not at school to-day, and the neighbors tell me you were playing in the street.

LITTLE JOHNNY: Th' preacher said we mustn't go where we'll hear anything improper.

MOTHER: What would you hear at school I should like to know?

LITTLE JOHNNY: Th' teacher said that to-day we was to be in improper fractions.

There is a marked difference between a fort and a fortress, according to the definitions rendered by a little schoolgirl in Washington. She defined a fort to be a "strong place where they put men in," and a fortress a "similar place where they put women in."

"Papa," inquired the editor's only son, "what do you call your office?"

"Well," was the reply, "the world calls an editorial office the sanctum sanctorum."

"Then I suppose," and the small boy was thoughtful for a moment, "that mamma's office is a spankum spankorum isn't it?"

Teacher in geography class: "Professor, if the Island of Borneo isn't southeast of the north pole, where is it?"

Some one answered, "northeast of the south pole."

Not Entirely Human.

TOM (reading history): Pretty rough, the way that Spanish inquisition used to treat people, eh?

DICK: Oh, I dunno. They showed a good deal of ingenuity in thumbscrews and things, but not one of them thought to try the effect of recitations by young lady elocutionists.



An Anatomy Lesson.

THE SCHOOL MA'AM: What does this figure represent?

THE INFANT: A man washed his face, and 'e dunno where the towel are!"



A Misunderstanding.

FARMER WEATLY (referring to class-standing)—"Wa-al, Sammy, hev ye got back tew yer old place in college?"

SAMMY: "Well, 'I'm half-back' now, but I expect to be 'full-back' soon."

FARMER WEATLY (meditatively)—"Wa-al, I sh'd hev said 'intirely back'; but then yew hed order understand langwidge better than me."

A bright boy in a Red Bank school defined a sausage to be "a few inches of food tied up at both ends to hide the contents."

LITTLE GIRL: I don't want to go to school to-day. It was freezing cold there yesterday.

MOTHER: Then why didn't the teacher dismiss school?

LITTLE GIRL: Oh! she was warm enough. She kept herself warm walkin' around th' room and marking us when we moved.

A small boy in one of the public schools was asked to define a demagogue. "A demagogue," he said, "is a vessel that holds wine, gin, whiskey, or any other liquor."

In Russia teachers are none too well paid. At a scholastic meeting some one proposed the toast: "Long live our school teachers." "What on?" asked a cadaverous looking specimen, rising in his seat.

LITTLE BOBBY: Papa, what did Cain kill Abel for?

SCHOOL SUPERINTENDENT (absent minded): I—I—Oh, I forgot for just how much. Probably five dollars.

"Why, Jimmie, my darling boy, you've got the medal for good behavior this week!" said the fond mother, noting the little silver medal on her son's vest.

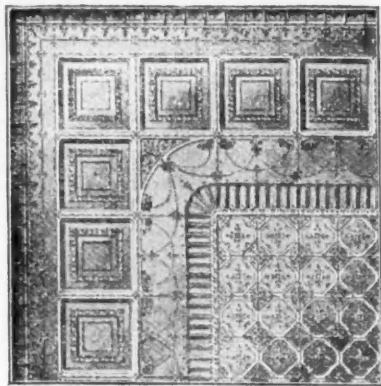
"Yessum," said Jimmie, "Tommy Roland won it, but I told him I'd knock the head off him if he didn't give it to me."

At a school examination the inspector asked a boy why the earth turned round the sun on its own axis. The boy answered with great promptitude: "Because it doesn't want to get roasted too much on one side."

MONEY FOR INVALIDS.

Mr. Editor:—I feel it my duty to inform others of my success. Was an invalid many years, but cured myself with the \$5 Vapor Bath Cabinet. I then took an agency. First day I sold 4 at a profit of \$10, in four weeks 72, profit \$10. Everybody, sick or well buys. They turnish Turkish or Medicated Vapor Baths right at home, renovate the system, beautify the skin, and absolutely cure Colds, Rheumatism, La Grippe, Neuralgia, Malaria, Catarrh and all Blood, Nerve and Kidney Diseases. Anyone cando as I have, by writing E. World Mfg. Co., Columbus, O. Why be sick or poor with such chances open?

AN INVALID.



Steel Ceiling, METAL ROLLING PARTITIONS, ETC.

KINNEAR'S ceiling is unexcelled in construction. Nothing more appropriate for school buildings. **Never cracks, never burns up, never falls off.** Send for Catalogue.

The Kinnear & Gager Co.,
MANUFACTURERS,
COLUMBUS, OHIO.

NEW SCHOOL BUILDINGS.

Fort Dodge, Ia. The board of education will receive sealed propositions up to Feb. 10, for the erection of a new high school building, in accordance with plans and specifications drawn by Architect F. S. Allen, of Joliet, Ill.

Henderson, Ky. Plans for a new school house have been prepared. Write Sam. H. Cronwell.

Upton, Mass. At the town election Jan. 2, it was decided to vote \$20,800 for the erection of a high school building.

Detroit, Mich. Architects Nettleton, Kohn & Trowbridge, 1117 Union Trust Building have prepared plans for a medical college for the Detroit College of Medicine, north east corner St. Antoine and Mullett Streets.

Poppy, Mich. A new school building is to be erected in district No. 2, Oliver.

Belleplaine, Minn. At a school election held here it was voted to issue \$7,500 of bonds with which to erect a new school building.

Los Angeles, Cal. Architects Costerisan & Son have prepared plans for a high school for the Union high school district, Ventura, Cal. To be 84x108 feet, and cost \$13,500.

Escondido, Cal. The voters of high school district held a business meeting and decided to vote bonds to build a school house.

San Francisco, Cal. The contracts for building the new high school have been awarded.

Gillett, Cal. The board contemplates the erection of a new school building. The board can be addressed at Cripple Creek.

Castle Rock, Col. Plans for the erection of a new school house have been submitted to the board of education.

New Haven, Conn. Architect L. W. Robinson is getting out plans for extensive alterations to be made on the Dwight school. About \$15,000 will be expended.

New Haven, Conn. Plans are being drawn for a school house to be erected in the Strong district.

Athens, Ga. The state legislature has appropriated \$29,000 for the purpose of erecting two buildings for the state university here.

Chicago, Ill. Architect Henry Ives Cobb, Title and Trust building, in conjunction with Architects Shank & Wheterell, 607 Observatory building, Peoria, Ill., has prepared plans for the Bradley Polytechnic institute, a \$2,000,000 gift from Mrs. Lydia Bradley, of Moss avenue, Peoria, to be built at Peoria.

Antioch, Ill. It is contemplated to build a new school building.

Sevastopol, Ind. The school board has awarded the contracts for the erection of a new school building.

Plymouth, Ind. By a vote of five to one the common council adopted the recommendation of the board of education for the erection of a new school building to cost from \$8,000 to \$15,000.

Nebraska City, Neb. A special election will be held on Feb. 2, to vote on a proposition of issuing \$25,000 of bonds for the purpose of building a new school building.

Jersey City, N. J. The board of education of North Bergen adopted plans of Architect Robert Dixon for a two story eight-room school house.

South Orange, N. J. It is contemplated to build a new school house to cost \$30,000.

Oneonta, N. Y. At a special school meeting the sum of \$21,000 was voted for the erection of a new school building.

Medina, N. Y. It is contemplated to build a new school house.

Tarrytown, N. Y. A new school building is to be erected.

Buffalo, N. Y. A new seventeen-room school building is to be erected on the south-west side of Seventh street, between Maryland and Hudson streets. Write R. G. Parsons, Sec'y board of public works.

Syracuse, N. Y. Bids have been received for the erection of the new Adams school building. Write P. D. Cooney, clerk board of education.

Mayville, N. Dak. Bids have been asked for the erection of a new school building according to plans drawn by Architect J. W. Ross, Fargo.

Cincinnati, O. A new school building has been erected in the sixth ward.

Columbus, O. The board of education has had plans submitted for two high school buildings. Estimated cost of each building \$75,000.

Cincinnati, O. Bids have been asked for the erection of a new eighteen room school building to be located on the corner of Elmore and Edgewood avenues.

Lisbon, O. The contract for building the new school house has been let.

Tiffin, O. A new school building is to be erected in sub-district No. 3, Reed township, Seneca county.

Cleveland, O. The building committee of the board of school council reported favorably upon the proposition to erect a six room building at the corner of Third avenue and Fullerton street. The structure is estimated to cost \$48,000.

Toledo, O. All bids for the new high school building were rejected. The building committee will modify the plans and ask for new bids.

Grove City, Pa. The school board has received bids for building a new school house. Write J. W. Russell, secretary.

Turtletree, Pa. The school board has decided to erect a sixteen room school building at a cost of \$35,000.

Racine, Wis. An addition has been made to the fourth ward public school.

Thorp, Wis. An addition is to be made to a school building located in district No. 2, town of Reseburg.

Wittenberg, Wis. A new school building is to be erected. Write W. G. Heius, clerk.

Kaukauna, Wis. Over thirty plans have been submitted for the proposed new school building.

Buffalo, N. Y. The board of public works has been directed to prepare plans and specifications for a new school building on Ontario street. Write Mark S. Hubbell, city clerk.

Brooklyn, N. Y. An addition has been made to public school No. 43.

Tonawanda, N. Y. High school burned. The town will rebuild as soon as arrangements can be made.

Troy, N. Y. The high school is to be remodeled at a cost of about \$5,000.

ENTERING THE MEDICAL PROFESSION.

The profession of teaching has always proven a sort of stepping-stone to other professions. Many of the successful physicians of the present day have at some one time taught school, and they are none the worse for having done so. The drudgery of school room labors and the unpromising prospects in the way of an increased income, however, prompt an ambition to enter other lines.

The study of medicine has its attractions for the studious young man and young woman, and probably always will have. A recent visit to the Jenner Medical College, of Chicago, brought to mind the increased possibilities in the medical profession, both as to the advanced state of medical science and the increased remuneration for those engaged in it.

The Jenner Medical College, which is a recognized institution, under the laws of Illinois, may serve as an illustration of the progress made as against the old-time medical school. The faculty consists of high class men, who have a recognized standing in the branches which they teach. They are engaged for their ability only, and paid regular salaries. A hospital is connected with the college, affording the students ample facilities for clinical work.

The possession of two more buildings by the college gives them four additional laboratories: anatomical, histological, pathological, bacteriological, and five additional lecture rooms, thus making it possible to divide all classes into small sections whenever the nature of the subject makes such division advisable.

One other improvement deserves mention. Provision has been made by which the senior class is divided into sections, enabling one section to remain in the school, eat and sleep, so as to give attention to obstetrical cases.

The location of the Jenner Medical College and hospital on Washington Boulevard and Elizabeth street is central, and in the midst of a thickly settled population, and easily accessible from all parts of the city.


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THE TYPEWRITER AS AN EDUCATOR.

The interviews with prominent educators, which appear in these columns from time to time, on the subject of typewriters in the public schools, continue to enlist considerable interest. Superintendents do not always find time to give sufficient thought to the matter but the great majority of them express their opinions freely and without hesitation.

The educational value of the typewriter is established, and no one would care to dispute the fact that accuracy and neatness in composition are its main features.

Our representative recently met the manager of one of the leading typewriter manufacturing concerns in an Eastern city. Being desirous of getting the views of a man whose experience has no doubt been extensive, the following question was asked:

"Do you make a distinction between the use of the typewriter as an industrial instrument and its use as a school appliance, for purposes of education purely?"

"Most assuredly we do," was the reply. "Teachers and school board officers not unnaturally make the mistake of supposing that we advocate the introduction of the typewriter into the schools solely on account of the value of the training as operators which the pupils receive, with a view to its ultimate usefulness in the business world. This is by no means the case. Experience shows that the attention given to the skillful manipulation of the typewriter in the ordinary school course is not sufficient to turn out first-class operators. For the technical purpose of training operators, the schools devoted to that purpose are of more service. The use of the typewriter in the schools as a means of promoting the education of the pupils is a matter of importance, without any reference to the value that the professional training in the use of the machine may have to the pupils."

This, no doubt, strongly illustrates the distinction and is borne out by what the most progressive educators have thus far held to be a fact.

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SCHOOL-BOOKS.

Directory

COLLEGE-BOOKS.

For the convenience of school officials contemplating or considering adoptions, this list has been carefully prepared. It represents the modern and progressive School and college text books of the day, adopted by the leading Boards of Education in the United States, and recognized by the best educational authorities.

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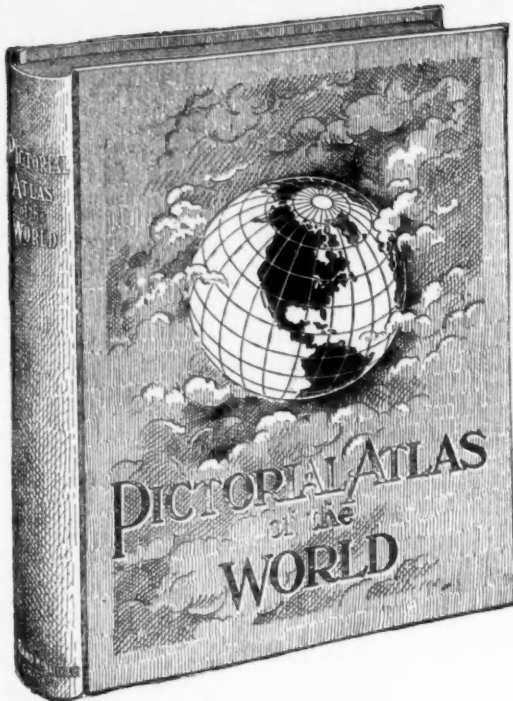
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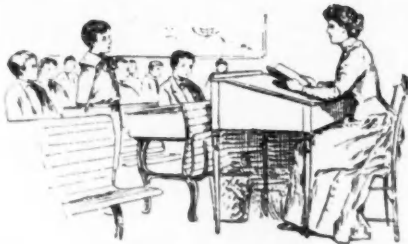
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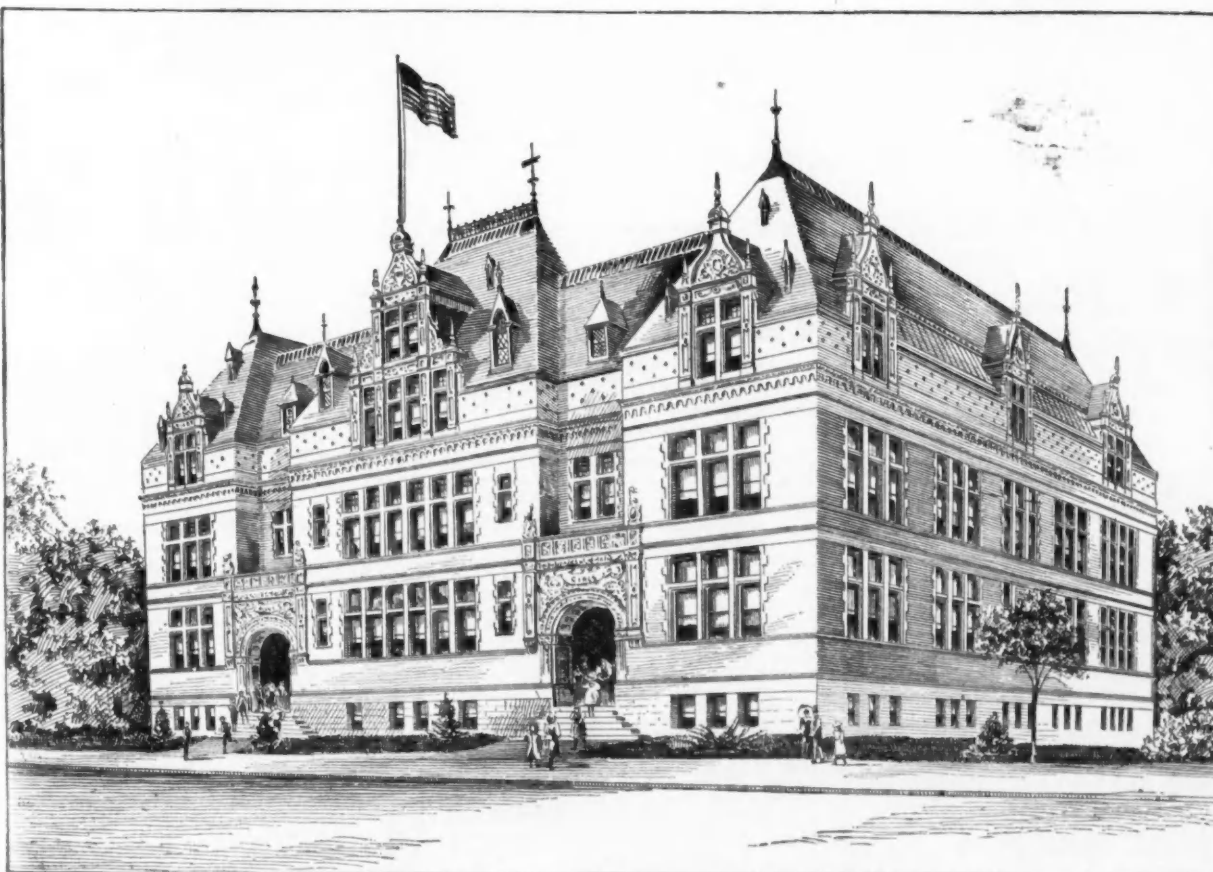
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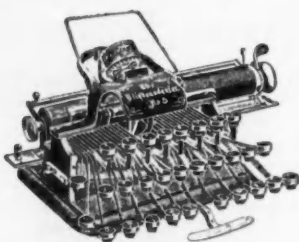
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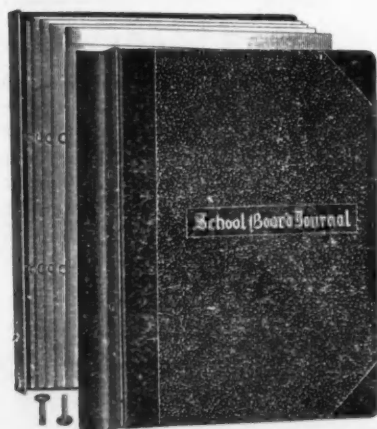
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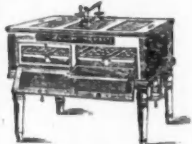
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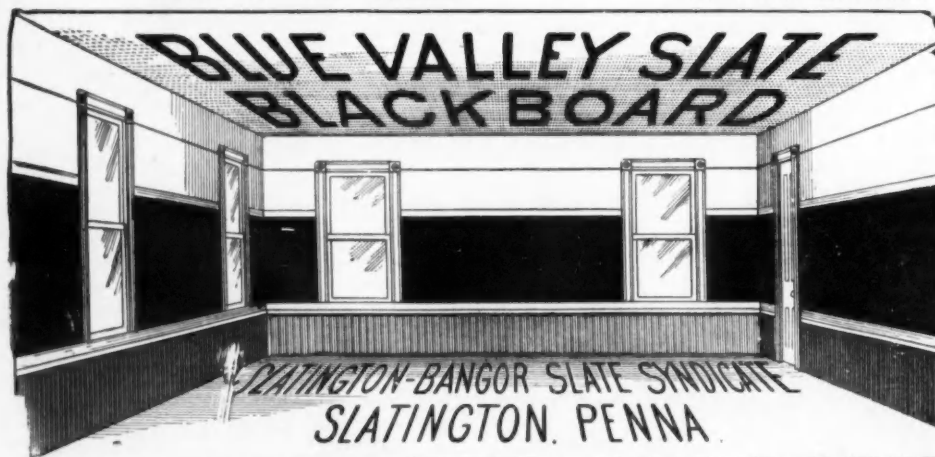
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